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ABSTRACT

This document is a trainer manual for a five-day workshop on social conflict and negotiative problem solving. Objectives of the workshop include an understanding of (1) personal orientation to conflict; (2) differences between collaborative, negotiative, and win-lose conflict-solving strategies; (3) in-depth conditions and processes for successful negotiative problem solving; (4) basic concepts of power; (5) basic concepts of self-interest; (6) procedures for diagnosing power, resources, policies, and meaning in conflict situations; (7) differences between assertiveness, nonassertiveness, and aggression; (8) bargaining processes; and (9) processes and strategies for negotiating. Materials include workshop time schedules, general agenda, detailed process directions, activities, and thirty supplementary papers to be read by workshop participants. (MJB)

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SOCIAL CONFLICT & NEGOTIATIVE PROBLEM SOLVING

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TRAINER'S MANUAL

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SOCIAL CONFLICT & NEGOTIATIVE PROBLEM SOLVING

FACILITATOR'S MANUAL

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SOCIAL CONFLICT & NEGOTIATIVE PROBLEM SOLVING
Instructional Design
Interim Version, September 1976

FIRST DAY MORNING SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
15	1. Introduction	Introduce staff, general orientation to workshop, groundrules regarding breaks and taking care of personal needs	N1 Agenda IS1 Workshop Procedures and Intro-Reflection	1. a. Introduce staff b. State general purpose of workshop c. Groundrules on breaks (See IS1) d. Make any announcements e. Answer questions f. Hand out participant manuals	
10	2. Guided reflection	Allow participants to re-experience and reflect on feelings about coming to workshop and on conflict	IS1 Intro-Structured Reflection	2. See Instructional Supplement 1	
55	3. Collage on conflict (20) Collage (10) Sentence completion (25) Sharing	Express reactions and feelings about conflict on paper and share with others	W-1 Description of My Collage/Drawing	3. a. IS1 gives instructions for collage and W-1 b. Fill out W-1 c. Share in groups (per IS1)	
15	4. Associations to conflict (15) Associations	Total group activity to explore associations to conflict	IS2 Procedures for Associations to Conflict	4. a. Trainer leads group associations to conflict b. Refer again to ground rules on breaks if you notice people having trouble taking care of themselves	
100	5. YOTA (10) P1 (10) Groups and reading roles (15) Planning (25) Role Play (30) W-2 and discussion (10) Read P2	To experience own behavior in a conflict situation	P1 Introduction to YOTA H1A-1D Roles for YOTA W-2 Response to YOTA P2 Some Aspects of Conflict	5. a. Read P1 b. Get participants into 4 groups. Hand out one role per group c. Each group reads role and discusses strategy d. Move into 3 groups composed of each of the 4 roles e. Begin role play f. Fill out W-2 at conclusion of role play orally (note that it is two pages) g. Read P2	
15	6. Orientation to workshop	To familiarize participants with some concepts, agenda and perspective on workshop	P3 Orientation to the Workshop	6. a. Read P3 b. Answer questions	

AGENDA: FIRST DAY MORNING SESSION

Introduction

Guided Reflection

Collage on Conflict (20 minutes)*

Associations to Conflict

Yota Exercise

Orientation to the Workshop

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*Add timing to newsprint at appropriate point.

INTRO-STRUCTURED REFLECTION

I. Workshop Procedures and Announcements

1. Announce time schedules, length of lunch break (1½ hours is the minimum needed by trainers during the two days of NOG rounds), and starting on time.

2. Tell participants there will be no scheduled breaks during the workshop. Give them an idea of times when they can take breaks for themselves and permission to do so. Ask that they try to:

    a. Keep in mind that others will be working, so it is important to move around and in and out of the room without disturbing them.

    b. Pay attention to when their absence for a few minutes will be minimally disruptive to the ongoing work of the subgroups or teams they are members of at that time.

3. Announce arrangements for coffee. Be sure that hot water and other refreshments will be continuously available so that the policy on breaks can be maintained.

4. Ask them to try to keep phone calls, conversations with other participants about outside work, etc. confined to lunch times and after workshop hours.

II. Intro-Reflection

We are going to begin the workshop with a structured reflection followed by each person doing a collage or drawing. Therefore would you each get a piece of newsprint and some materials to work with before we start the structured reflection?

(After all have their materials:)

I would like you to find a comfortable place in the room and take a relaxed posture. Some people find they can get into the reflection better if they close their eyes. If this is comfortable for you, please close your eyes. If not, please find a spot on the wall on which to focus your eyes so that you are not distracted nor are others distracted by you (e.g., eye contact).

I will be asking you several questions to answer and reflect on silently.

1. Think back to the two or three days preceding this time. Consider the various activities that you went through in preparation for coming to the workshop. As you remember each one, attempt to create an image of the event or activity and the feelings that are associated with it. Then observe it—face away. In other words, bring each event or activity to mind and then let go of it until you come to the present time.

2. Reflect on your feelings...fears...hopes...concerns...and expectations you have had about coming to this workshop on Social Conflict & Negotiative Problem Solving.

3. With each of the main feelings, hopes and fears, which do you want to occur, which do you want not to occur, and for which does it make no difference whether it occurs?

4. Which of the feelings relate to conflict in some way?

5. Now think back to a recent situation which you experienced a fair amount of conflict with other individuals. Identify the situation, the individuals involved and what the conflict was about.

6. Identify the various feelings you experienced throughout this situation--at the beginning, during its progression, towards the end and after it was over.

7. How did these feelings affect your behavior?

8. What other ways might you have behaved in the situation? (Pause) What factors affected your not choosing these?

9. What was the outcome or resolution to the situation? (Pause) What feelings, regrets, expectations were associated with the outcome?

10. Silently spend a few minutes summarizing your experiences with and reactions to conflict.

11. Now without talking, take your piece of newsprint and materials to: (Have below on newsprint.)

    Make a collage or drawing that symbolizes or expresses your experience with conflict.

    You will have approximately 20 minutes to complete your collage/picture.

III. As individuals in the group draw to a close in their drawings or construction--when rustling starts and before chatter begins--quietly interrupt:

> "When you have finished your work, take time to look at and enjoy your creation. Before showing your collage or drawing or talking to anyone, turn to Paper W-1 and write a description of your product and what it means to you. When you have finished your writing, follow the directions at the bottom of the page.

W-1

DESCRIPTION OF MY COLLAGE/DRAWING

Please write a short paragraph (3 to 5 sentences) for each incomplete sentence stem.

1. My collage/drawing shows...

2. The part of my experience of conflict my picture represents best...

3. What seems to be missing in my picture of conflict...

4. I was surprised by...

5. Right now I would sum up my feelings and ideas about conflict...

When you have finished, form groups of 6 to 8 with your neighbors. Each of you will show your art work to the others and either read or say aloud what you wrote in your description. You will have 25 minutes, so be sure each person in your group has his/her fair share of time on stage.

PROCEDURE FOR ASSOCIATIONS TO CONFLICT

Total Group Discussion

Trainer asks the group:

"When I say the word 'conflict' what associations come to mind?"

Allow time for a wide range of responses to be made. Then summarize by observing that many are negative connotations, although some have neutral or positive meanings. (You may want to ask them about positive, negative and mixed associations represented in their collages as part of this process.)

Next trainer asks the total group:

"How would a world without conflict be?"

Allow time for a range of responses. Again, look at connotations--negative, neutral, positive.

Trainer then points out the apparent contradiction we carry in our heads, conflict is negative, yet a world without it would be boring, etc.

INTRODUCTION TO YOTA

So far, we have been exploring our associations to and feelings about conflict. While our previous experiences may not accurately predict our behavior in each new situation, they do represent the "luggage" we carry with us. This "luggage" comes from many places: society, parents, family, schools, our sex or our race, the community we live in, or our personality. Although some individuals may want to examine carefully the locus or "origin" of different pieces of the luggage, the focus of the workshop is not on "where did it come from" but instead on "what is some of it?"

We begin to understand our "luggage" when we can identify some of the fears, hopes, patterns of behavior and expectations that different conflicts trigger in us. Some of this luggage may be helpful (facilitate survival or alert us to our rights) and some of it may be problematic (lock us in to certain inappropriate assumptions or limit our perceived alternatives). In either case, our luggage influences what we perceive in the situation, the constraints and limits we place on ourselves, our perceived alternatives and our responses.

While the previous activities focused on our thoughts and feelings about associations to conflict, the next activity, YOTA, provides an opportunity to experience and observe one's behavior in a conflict situation. During the YOTA role play, attempt to be aware of when you experience conflict, the feelings elicited, and how you behave in the different conflict situations.

Instructions

1. Read page 2 of this paper which gives the general information about YOTA.

2. When all have finished page 2, we will divide into four groups, each of which will receive one of the 4 roles.

3. Each role group will have some time to plan strategy and understand its role before we begin the role play.

Yota Role Play

You are all members of the local chapter of "Your Own Thing Association" (YOTA), a national group committed to supporting each member's personal aspirations and development. One of the benefits of membership is a very large discount in the cost of using the community's resources (recreation facilities, theaters, movies, restaurants, schools, etc.). Another benefit is the wide variety of contacts with exciting and stimulating people in the community. Neither of these benefits is available through other organizations in your community.

YOTA is governed by a board composed of members of the association. This board is presided over by a chairperson, elected by the governing board. Although no salary is involved, the chairperson is provided with travel and expense funds and a small budget. The chairperson is expected to attend the National Convention of YOTA, to represent the local association to the National Board, to provide leadership to the governing board, and to represent the governing board to the administrative staff of YOTA.

An association such as YOTA has such a diverse membership, that conflict is inevitable from time to time. The governing board has generally tried to stay above these conflicts, primarily by maintaining a laissez-faire policy with regard to the activities of the membership. The motto might be "You are responsible for doing your own thing."

Recently, however, some polarization has occurred in the association between members. One side seems to see YOTA primarily as an organization for DOING THINGS. They see YOTA as a group to facilitate and organize theater parties, recreation leagues, dinner clubs, etc. The other side appears to see YOTA primarily as a place to support BEING to facilitate personal growth. They believe YOTA should support activities such as self-expression, dance classes, physical fitness, yoga, meditation, encounter groups, discussion groups, etc.

The Doing Things side wants YOTA to organize and support doing things already out in the community. The Being side wants YOTA to hire leaders, facilitators, teachers, etc., to support personal growth.

At the Board meeting the elected representatives can conveniently be classified from one of four groups:

Wealthy elite
Committed backbone
Personal growth advocates
Young people

As a team from one of these four types, you will have a short time to plan strategy. Then you will meet with others in the board to elect a chairperson. By tradition a member of the committed backbone has always been elected chairperson, and one member of that group will chair this organizational meeting.

BRIEFING FOR WEALTHY ELITE

The group you represent, while small in number, contributes heavily to the financial coffers. In fact, your group makes possible underwriting of many of the organization's activities. For the most part, your members are conservative and want to make sure any changes are really improvements before supporting them.

Members of your group mostly enjoy the recreational programs and dinner and theater parties sponsored by YOTA. In particular, you enjoy the prestige of financially guaranteeing or sponsoring these types of events, even though most events end up being self-supporting.

Your group has little interest in the "personal growth" activities, but will support wholesome activities for Young People, especially family type events. You rely most strongly on the energy and leadership of the Committed Backbone to carry out the mission of the organization. You will support electing the chairperson from that group.

In summary your group's self-interests are to:

1. Support efforts which increase opportunities for DOING THINGS
2. Support the Committed Backbone
3. Stay in the background on leadership

BRIEFING FOR COMMITTED BACKBONE

You probably represent the largest constituency. It is from your ranks that most of the leadership for YOTA emerges. The organizing, the contacts, the busy work, etc., of YOTA are mostly done by members of your group. And Doing Things, is what your group likes best. Sports and recreation, the arts and good food, activity and good fellowship are what you want. Of course, YOTA should provide for all members in some way; you believe the leadership of the Committed Backbone has managed to walk this middle road, bridging between the Wealthy Elite, whose financial support and recognition for sponsoring DOING type things you acknowledge is crucial, while still including activities for the Young People and Personal Growth types. You try to do what is best for all.

The Chairperson of the Board has always come from your group, and you expect this to occur again. You, as representative for your group, are most familiar with all aspects of the organization. One of you will chair the upcoming meeting to elect a chairperson.

The Wealthy Elite have always supported the Committed Backbone, and you want to keep their support.

In summary, your group's self-interests are to:

1. Support efforts which increase opportunities for DOING THINGS
2. Become chairperson of the board
3. Keep the support of the Wealthy Elite

BRIEFING FOR THE PERSONAL GROWTH ADVOCATE

You represent a growing minority membership in YOTA, whose interests until now have been met with only token offerings. You have a vision of reorganizing YOTA into a model organization for delivering or providing Personal Growth oriented activities. The need in the community is urgent, and the traditional activities of YOTA don't meet this need.

In order to bring this vision to reality, the strongly coordinated efforts of the Board will be needed, under new leadership with different values than the traditional Committed Backbone. Your group has members with the combination of vision, energy and leadership required, and one of you will be a candidate for the role of Chairperson.

The Young People are generally favorable to your efforts, and you will need to keep their support.

In summary, your group's self-interests are to:

1. Support efforts which increase opportunities for BEING
2. Develop more influence in the organization by becoming Chairperson of the Board
3. Maintain the support of the Young People

BRIEFING FOR THE YOUNG PEOPLE

The Young people represent a significant minority in YOTA. Most of you enjoy the activities traditionally provided, but increasingly a larger segment is desiring more personal growth and inner directed type experiences such as meditation training, yoga, rap sessions, etc.

Also young people are looking for more opportunities to act responsibly and participate to a greater extent in YOTA. You think that a rotating chairperson might be a good way to achieve this. Shared leadership should contribute to YOTA's overall health as an organization by making it more responsive to all members.

You find that the Personal Growth Advocates support similar directions as your own for YOTA. You are suspicious of the Wealthy Elite, and would like to see the almost complete control of YOTA removed from the Committed Backbone and more widely shared.

In summary, your group's self-interests are to:

1. Support efforts which increase opportunities for BEING
2. Implement greater sharing of leadership by having a rotating chairperson
3. Support the personal growth advocates

RESPONSE TO YOTA

You have just participated in an experience where you had a chance to observe your own responses to a particular conflict situation. Take the next few minutes to work by yourself, without talking to anyone, to describe and analyze what you felt and did.

Write a short paragraph, 2 to 5 sentences, for each of the following questions:

1. What were the most important observations you made about your behavior and feelings in dealing with conflict in this situation?

2. What were the major conflicts you observed? Which were worked on and which were ignored?

3. What feelings did you recognize in yourself as you saw these conflicts being handled by the group?

4. What did you do to work on or avoid working on the conflicts you recognized?

5. What did you do that you feel most satisfied with?

6. What did you do that you feel least satisfied with?

7. What would you like to try to do or try to avoid doing another time?

When you have finished, join the other members of your YOTA group.

If you are willing, read what you have written to the others or say it if you are more comfortable just talking instead of reading. When you have finished your say, ask no more than two others to give you a specific example of your behavior which expands and adds to the observations you have made of yourself.

When every member of your group has had a chance to say how she/he saw herself/himself and has received two examples from others, take a few minutes to answer the following question:

> Where are you now in your thinking about your own response to different kinds of conflict situations?

SOME ASPECTS OF CONFLICT

As people consider their associations to conflict, they often come to recognize their own and other's basic ambivalence about conflict. Sometimes it is experienced as negative; sometimes as positive; and other times as a combination of positive and negative. This ambivalence indicates several important aspects about conflict.

1. Conflict in and of itself is not negative or positive. In a sense, Conflict is. But because of the various emotions we feel and the various outcomes that occur in different conflict situations, we often experience conflict as either positive or negative. Two parts of this process are relevant to understanding conflict.

   First, both what we bring to the situation and what we perceive to be operating in the situation determine what is "present" in the situation for us. For example, in one role someone in YOTA may be perceiving conflict and feeling it as very negative; someone in another role may not perceive any conflict occurring; and a person in a third role might also perceive conflict but see it as constructive or positive. All three people are involved in the same situation but are experiencing and perceiving it differently.

   Second, we generally tend to perceive conflict globally as either positive or negative, though in some cases it may be perceived as neutral. This tendency to view conflict or a particular conflict situation as positive or negative can lead to a variety of complicating conclusions: some people are good and others in the situation are bad; negative situations are to be avoided or eliminated; the "others in the situation" are the problem; or only two choices exist--either the good way or the bad way, or either my way or their way, or whatever "either-or" becomes relevant. While this "either-or" framework occurs frequently, what is important is becoming aware of the process and how it can constrain one's perceptions in the situation.

2. Conflict is inevitable. Each of us is involved in interdependent relationships whether these be among groups, roles, individuals, nations, organizations or associations. Each part of the interdependent relationship or system will have some goals, needs, roles, expectations, authorities and so forth which differ from other parts. Due to the interdependence--one part of the system has consequences for all other parts--these differences will become salient, at times, and conflict will occur. Thus, conflict usually occurs in the context of interdependence, and is inevitable.

3. Since conflict is inevitable, how it is handled can reinforce or change one's original orientation to conflict. The outcomes can be productive, destructive or a combination of both depending on what's at stake in the situation, one's values and self-interests or the goals of the parties to the conflict. However, if a person perceives all conflict as negative and thereby avoids, denies or suppresses any sign of conflict, that individual will continue to have the original orientation reinforced and is unlikely to experience the possible productive outcomes.

4. While the aspects discussed above certainly do not include all issues relevant to how we experience conflict, they are intended to provide some handles for understanding the various reactions we have. You might review your previous assessments about how you respond to conflict in terms of the aspects presented in this paper.

ORIENTATION TO THE WORKSHOP

The focus of this workshop is on helping individuals to (a)perceive more clearly the phenomena they encounter associated with conflict in their organizations and themselves; (b) experience and understand organizational and interpersonal processes that encourage the use of negotiative problem solving; and (c) develop skills and insights in dealing with more openly with conflict. You will have multiple opportunities to get involved in learning about conflict at personal, interpersonal and organizational levels.

The training here is not designed to find ways to make conflict "good" or find ways to avoid those things which make conflict "bad." Rather, it provides opportunities to accept and understand conflict for what it is. It does not assume a consensus on ultimate goals, or that there is a single truth, or a one best-way, but accepts differences as legitimate and outcomes as pluralistic.

Expectations About Your Role

In this workshop we expect participants to take major responsibility for their learning with minimal dependence on the trainers. The trainers will provide the structure and directions for your work. Conceptual materials, inputs and theory discussions will be presented in theory papers which you will be asked to use in subsequent activities. We encourage you to establish and pursue your own learning goals and to allow yourself and to support others in self-inquiry, risk-taking and experimenting with new behavior. The design and structure of the workshop will provide time and support for personal reflection and integration.

This workshop will employ a simulated conflict situation, in which you will be asked to play the part of members of a fictional society called NOG. Some participants are initially "put-off" by what they perceive to be "game-playing." We look upon these exercises as tools for learning about significant social processes. Although they involve simplifications and abstractions from reality, our interactions and feelings while engaged in them are always real. We hope you will enter into the activities of the workshop in a spirit of inquiry, reflection and enjoyment. However, if at any time you choose not to participate, let us know. We may be able to suggest an alternative activity or an observer role.

About the Facilitator Role

The developers of this design do not assume future facilitators using these materials will necessarily have expertise in handling conflict or using negotiative problem solving skills. As a result, except for debriefing the various simulation exercises, facilitators will not generally fulfill the role of expert, resource person or teacher in this workshop. Instead we hope that, with a willingness to risk and explore, you will use the training design, conceptual materials and your own resources to make this an important learning experience for yourself.

SOCIAL CONFLICT AND NEGOTIATIVE PROBLEM SOLVING WORKSHOP

Schedule of Activities

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Morning 8:30 - 12:00	Introduction Guided Reflection Conflict Collage Some Aspects of Conflict Yota Role Play I	Introduction to NOG Simulation Basic Concepts of Power Outstanding Paun Exercise	NOG Round 1 Review of Learnings Diagnosing Conflict	Bargaining NOG Round 3 Review of Learnings	Cross Team Analysis and Review of Conflict and Negotiations in NOG Fishbowl Analysis Session
12:00 - 1:30	LUNCH				
Afternoon 1:30 - 5:00	Interpersonal Styles of Responding to Conflict Yota Role Play II Negotiative Problem Solving Process	Identifying Self Interests NOG Warmup	Assertiveness NOG Round 2 Review of Learnings	Team Sharing NOG Round 4 Review of Learnings	Workshop Review and Integration Closing Activities

FIRST DAY AFTERNOON SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N2 Agenda	Review Agenda	
65	2. Conflict self-assessment (20) Fill out instrument (10) Score instrument (25) Discussion (10) Fill out W-3	Through a structured conflict instrument introduce concepts and information regarding: styles/orientation to conflict Examine our style of dealing with conflict.	P4 Questionnaire on Conflict Styles P5 Scoring Form W-3. Response to Styles Questionnaire P6 Self-Assessment Discussion	2. a. Fill out P4 b. Score using P5 c. Fill out W-3 d. Discuss with others when finished scoring as directed on P6	
25	3. Three Approaches to Conflict	Introduce key conceptual distinctions about collaborative, negotiative and win-lose strategies	P7 Three Appraoches to Conflict	3. Read P7	
90	4. Yota Role Play (5) Review P1 and H1A-D, H2A-D (5) Form new groups (15) a. Select and brief observers b. Others choose approach and plan (15) Role play (25) Observers report and discussion (10) Response to Yota II (15) Discussion of W-4	Provide experiential basis for working distinctions among collaborative, negotiative and win-lose	IS3 Yota Role Play II P1 H1A-D Yota Briefings H2A-D Supplemental Yota Briefings P8 Yota Planning Guide & Observation Form W-4 Response to Yota II	4. See Instructional Supplement 3	
30	5. NPS Process (25) Read (5) Fill out W-5	Introduce basic ideas of NPS process	P9 NPS W-5 Where Am I Now	5. a. Read Paper 9 b. Fill out W-5	

AGENDA: FIRST DAY AFTERNOON SESSION

Conflict Self-Assessment (P4, P5, P6)

Three Approaches to Conflict (P7)

Yota II Exercise

NPS Process (P9)

QUESTIONNAIRE ON CONFLICT STYLES

Introduction

Whether we especially like it or not, conflict is a pervasive aspect of our lives. How we think about conflict, how we feel about it, the ways in which we behave when faced with conflict, have important consequences for our understanding of ourselves when we encounter conflict.

This questionnaire on conflict has been developed to give you some information about yourself, and to provide you with some ideas you may wish to pursue during the course of this workshop.

The questionnaire consists of five items which focus on some aspect of conflict at the person, interperson, group or intergroup level. There are no "right" or "wrong" answers. Rather, you should consider each response and the degree to which it best describes or is most characteristic of your approach. Probably you will find some alternatives more desirable than others. However, try not to let this influence your attempts to describe yourself. No other participant will know your scores unless you decide to share them.

Read all six alternatives for each item and attempt to identify the one most characteristic of your approach. Place the letter designating that alternative (A, B, C, D, E or F) on the scale provided somewhere toward the completely characteristic end. Next, select the alternative which is least characteristic of your approach and place its letter somewhere toward the completely uncharacteristic end. Finally, place the letters of the other four alternatives on the scale according to the degree to which they are characteristic of your approach.

Example: Your response might look like this:

Completely	a		c	f	e				d	b	Completely
Characteristic	10	9	8	7	6	5	4	3	2	1	Uncharacteristic

Or, like this:

Completely			a	c		f	e	d	b		Completely
Characteristic	10	9	8	7	6	5	4	3	2	1	Uncharacteristic

Please do not place more than one letter on each scale value.

1. Over the years each of us has come to a personal view about conflict. How characteristic is each of these for you?

   a. I am impatient with people who hold out for their own position on an issue. I'm a reasonable person and I work hard to take the other person's feelings and ideas into account. If we'd just be willing to look for the middle ground most conflicts would work out for the best.

   b. I find arguing frustrating and useless. Someone always gets hurt. Time and subsequent events will usually take care of the differences so I tend to want to let sleeping dogs lie and not bring up disagreements.

   c. I'm not afraid of a good fight. At the least, arguing can clear the air and when I feel strongly about something I want to win. Win or lose, conflict is an important part of life and I like being in the middle of things.

   d. I am really uncomfortable when differences take precedence over getting along. Even when I feel strongly about something I'd rather give in than risk making an enemy out of the other person by making it a fight.

   e. I don't necessarily like conflict but it's real and differences are important. I feel best when I take care of my needs and concerns and the other person takes care of his without either of us being used or compromised.

   f. I find disagreements are usually the result of not being clear about the issue. I feel best getting all the information and feelings on both sides out in the open; then we can rationally decide what's the best way.

Completely : : : : : : : : : : : Completely
Characteristic 10 9 8 7 6 5 4 3 2 1 Uncharacteristic

2. In some interpersonal situations, one party may be obviously more powerful and/or possess more authority, e.g., a parent and a child, a manager with a subordinate, a teacher and his/her students. When you are the person with the greater power or authority, how do you handle the situation when there is conflict?

   a. I am responsible for reasoning with the others, listening to their feelings and position and explaining what they are not aware of or taking into account. I'm satisfied when we both give a little and reach a middle ground between the two sides.

   b. I'm responsible for setting up conditions where the others have the power to participate in making decisions if they choose to do so. If my children, students or subordinates aren't willing to take the initiative, and there is a clear conflict between us, then I'll involve them in different ways depending on how the conflict is surfacing.

   c. I'm responsible for pointing out the limits or rules and the consequences of different decisions. As a parent, teacher or manager, I believe in clearly laying out the guidelines and then letting others find out for themselves whether they're right or wrong and suffer the consequences.

   d. I try to put myself in the other person's position. I'm responsible for understanding how they are feeling and seeing the situation and for supporting their making the decision. As a manager, teacher or parent, I see myself as a resource, a facilitator and helper rather than the decision maker.

   e. I see my responsibility being to get all the material, feelings, information, etc. on the table, to see that we're in agreement about goals in the situation and get the other people working with me to find the most sensible way to reach those goals given all the facts.

   f. In the end I'm responsible if something goes wrong. I try to use my experience, judgment and authority fairly, but I am not willing to abdicate my right to make the final decision based on my own assessment of the situation.

Completely	:	:	:	:	:	:	:	:	:	:	: Completely
Characteristic	10	9	8	7	6	5	4	3	2	1	Uncharacteristic

3. Individuals who are part of the same team or work group sometimes find themselves viewing things differently and experiencing conflict. When you find yourself disagreeing with other members on an important issue, how do you approach the conflict?

   a. As a member of the group I see my responsibility to be working toward a middle ground on which we can reach consensus or near consensus. I have, and exercise, the right to try to convince the others to support my point of view, but I will support a strong majority on a middle position rather than continue to press my concerns.

   b. As a member of the group I see my responsibility being to establish the points we agree on first. With those in place, we can consider the disagreements and the reasons for them and work to find alternatives that take everyone's views into account.

   c. I usually go along with the rest of the group in order to avoid blocking progress. Even though I may feel strongly, I don't feel I have the right as one member to keep the others from doing what they think best and getting on with the job.

   d. I try to avoid being put on the spot, keeping my disagreements to myself. I don't participate very actively in the decision.

   e. I see my responsibility as a member of the group to be pushing for a thorough exploration of our differences, how we see the issue and why. I feel I have the right to attempt to get my position accepted and included in the decision, and every other member has an equal right to stand up for their views and concerns and get something of what they want.

   f. I'm responsible for making as strong a case as I can, for using my influence with other members to get them to support my position over others. I will hold out as long as I can and fight hard to win.

Completely Characteristic	10	9	8	7	6	5	4	3	2	1	Completely Uncharacteristic

4. As a manager, when you see a conflict arising in your group, what action do you usally take?

   a. I attempt to see that the conflict is surfaced and confronted. After the nature of the conflict is explored and the various positions clarified, I test to see if we can tolerate the differences, or push to work out a resolution.

   b. I push for completion of the task; conflict is inevitable, but we don't need to spend too much time on it.

   c. I stay out of it; you have to expect differences and it's up to those involved to work it out for themselves.

   d. I share my perceptions with the group to test if a conflict is emerging; if there is, I attempt to open things up so all the feelings and issues are considered and the problem solved.

   e. I try to avoid outright confrontations; I steer toward middle ground and stress rules for breaking deadlocks.

   f. I try to forestall conflict through humor or suggesting a break. I attempt to turn discussion to things we can agree upon.

Completely : : : : : : : : : : : Completely
Characteristic 10 9 8 7 6 5 4 3 2 1 Uncharacteristic

5. Often decisions of one group need to be reconciled with decisions of other groups. In choosing a member of your group to negotiate with others, what kind of a person would you likely choose?

   a. A person who could establish a friendly relationship with the other side, and get some of our positions incorporated in the decision without alienating too many people in either group.

   b. A person who could present and support our side, but who could also listen to and evaluate the positions of others and would work collaboratively on common concerns yet press vigorously on the differences to bring the outcome as close to our side as possible.

   c. A person who best presents our side, but who could also evaluate the positions of others and place ultimate emphasis on solving the problem rather than selling our group's position.

   d. A person skilled in interpersonal relationships who is able to avoid alienation of the other group.

   e. A person who will press vigorously for our side, who can explain our position clearly and defend its rationale, and will not compromise its basic features.

   f. It probably doesn't matter, but a person who would make sure we were not put in an untenable position, but otherwise keep things running smoothly.

Completely : : : : : : : : : : : Completely
Characteristic 10 9 8 7 6 5 4 3 2 1 Uncharacteristic

SCORING FORM

Step 1: In the spaces provided below, write the scale value number which corresponds to the space in which you placed each of the alternative letters for each of the conflict situations described in the Paper 4 questionnaire. Letter designations for the six alternatives are not arranged in alphabetical order in the form below. Therefore, you will have to look for the letter of concern and place to its right the scale number you have used in characterizing that item's utility. Complete this section before going to the next step, which will be totaling the scores. The procedure for that task will be explained at the bottom of this page in Step 2.

	I	II	III	IV	V	VI
1.	B_____	D_____	C_____	A_____	F_____	E_____
2.	C_____	D_____	F_____	A_____	E_____	B_____
3.	D_____	C_____	F_____	A_____	B_____	E_____
4.	C_____	F_____	B_____	E_____	D_____	A_____
5.	F_____	D_____	E_____	A_____	C_____	B_____
TOTALS	_____ I	_____ II	_____ III	_____ IV	_____ V	_____ VI

Step 2: Once all scale values have been entered into their proper spaces on the scoring form, total up the value in each column. Each column represents a pattern, style or orientation toward conflict. To interpret and use the scoring form, turn the page to "Using the Scoring Form and Results."

USING THE SCORING FORM AND RESULTS

It would be useful if this survey provided information about your behavior in conflict situations. But it is unlikely that it does in any clear or direct way. Instead it reflects your orientation toward conflict, the values you hold, your experiences and how you have been taught to think about conflict. Conflict is one of many areas where our ideals, our intentions and our actual behavior are seldom congruent.

At this point, the questionnaire is very experimental. It has not been used yet by many persons. We do not know a great deal about what these scores mean. We would like you to think about the possible meanings they might have for you.

We have grouped each of the items under a heading indicative of a particular orientation toward conflict. These six are described below.

________I. Avoid. In general, conflict is avoided. Impersonal tolerance of differences might be an ideal here. Differences are natural, but beyond the realm of influence.

_______II. Accommodate. Keeping the relationship viable by accommodating to others. Differences serve to drive people apart. To differ is to reject. Conflict requires self-sacrifice and placing the importance of the relationship above one's personal needs.

______III. Coerce. Generally, a win-lose orientation; right versus wrong; might versus weakness; truth and beauty versus falsehood and ugliness. Differences are to be expected, one owes it to himself or herself to rely on his or her own judgment, and to pursue his or her own ends, self-interest. Competition and coercion are common forms.

_______IV. Compromise. Differences should be seen in light of the common good. At times one must yield to the majority. Everyone should state his views and feelings, but no one should block progress. It's unrealistic for everyone to be satisfied, a mutual give and take. Compromise or splitting the difference.

________V. Collaborate. Conflicts are natural and usually symptoms of tensions in relationships. When interpreted correctly they can usually be resolved. Resolution requires confrontation and objective problem solving. Working conflicts through can produce creative solutions and strengthen relationships.

_______VI. Negotiate. Conflicts result from compelling alternatives not amenable to integrative solutions. Conflict requires clarity of self-interest and vigorous pursuit within the limitations of maintaining the relationship. Parity of power, or equal vulnerability to the other is a requirement. Conflicts provide opportunity to reassess our interests which are relativistic in nature.

How Your Scores Compare With Previous Workshop Participants*

Percentile Rank	Raw Score					
	Avoid	Accommodate	Coerce	Compromise	Collaborate	Negotiate
99	37	38	36	44	49	48
	— — — — —	— — —	— — —	— —	—	— —
95	31	34	32	41	47	45
	— —	— —	—	— — —		
90	28	31	30	37	46	44
	— — —	— —	— — —	— — — —	— —	— —
75	24	28	26	32	43	41
	— — —	— —	— —	— —	— —	
60	20	25	23	29	40	40
		— —	—			—
50	19	22	21	28	39	38
	—			—		—
40		21	20	26	38	36
	— — —	—	— — —	— —	— — —	— —
25	13	19	16	23	34	33
	— —	— — —	— —	— — — —	— — —	— — — — —
10	10	15	13	18	30	27
			— —	—	—	— —
5	9	14	10	16	28	24
	—	— — — —	— — —	— —	— — — — — —	— — — — — —
1	7	9	6	13	21	17

*This table is based on 193 participants from 8 workshops during 1975-76.

For each category (e.g., 'avoid, accommodate, etc.) circle the number or line corresponding to your raw score. Then, look to the first column to see your equivalent percentile rank. For example, if you have a raw score of 31 for "avoid" then your percentile rank from column 1 is 95. This means 95% of the people who completed the questionnaire scored lower on "avoid" than you did. Circle your score for each column and you will have a profile of how your responses compare with previous workshop participants.

RESPONSE TO STYLES QUESTIONNAIRE

Take a moment to look back at your art work and your responses to the YOTA experience. When you are ready, answer each of the following with a short paragraph.

1. How are your answers to the Styles Questionnaire similar to or different from what you thought and expressed in your collage?

2. How are your answers to the Styles Questionnaire similar to or different from the way you feel and behave in the YOTA Role Play?

3. I was surprised by...

4. I am most likely to respond to a conflict situation in a way I don't like when...

5. I am most likely to respond to a conflict situation in a way I feel satisfied with when...

6. At this point, I would summarize my reactions to conflict as...

When you have finished, turn to Paper 6 and follow the directions given.

DIRECTIONS FOR SHARING YOUR WORK ON THE STYLES QUESTIONNAIRE

When you have finished scoring the questionnaire and written your responses to W-3, select two of the individuals with whom you have shared your work before and form a trio.

In selecting individuals with whom to work now, attempt to choose people:

- With whom you can share openly
- Who will be supportive of you
- Who will help you clarify and understand how you use your styles

You have some data from the round of sharing after Yota to help you decide whom to choose.

When you have formed your trio, read or say any of the answers you have written on W-3 you are willing to discuss. Discuss with each other the implications your findings have for you personally in terms of future behavior, what you'd like to try out, what you'd like to avoid, what you'd like to strengthen and how you might do that.

THREE APPROACHES TO CONFLICT

You have just completed a personal assessment of your own orientations or styles of dealing with conflict. These six styles involve your personal values, conceptual orientation and interpersonal behavior regarding how you deal with conflict. All of the styles are more or less available to you to use. Few of us are all one way.

In contrast to these styles, the three approaches to conflict we are about to discuss are presented as broad models or analytical descriptions of processes for handling conflict. We shall be discussing and illustrating these problem solving processes from the level of groups. As a consequence, in describing a negotiative approach between two groups, say teachers and school boards, it is possible that the representatives for each side may use all six interpersonal styles at one time or another. Similarly, a group of scientists, attempting to collaborate on setting a research agenda for Federal policy support may also use each of six interpersonal styles.

The three approaches we shall discuss are:

Collaborative
Negotiative
Win-Lose

Each of these approaches has several things in common. First, each is a proactive approach, that is, the initiative for planning and action resides with both parties, rather than one doing all the initiation while the other simply reacts after the fact. Second, each approach is interactive, involving a sequence of interdependent acts among two or more parties. Finally, each approach arises out of the implications of different combinations of elements in the definition of conflict.

Our definition of social conflict involves:

(a) two or more human parties in

(b) an interdependent relationship faced with a choice involving

(c) incompatible or mutually exclusive alternatives where the differences regarding each parties' commitment to one alternative or the other are based upon

(d) incompatible self-interests or values.

Because of our interdependence and the complex nature of the social systems or groups of which we are a part, almost every relationship involves a set of choices in which all parties of the relationship are in agreement, and a set of choices in which some or all parties are in conflict. The point to be emphasized is that in most relationships there are some things in which we are in agreement, and some things on which we are in disagreement all the time. Each of the three approaches to be discussed, tend to focus one way (on similarities) or the other (on differences). However, in the interdependent contexts in which we live, both are almost always present.

We shall present the basic components in our definitions of these three approaches in table form below. Each involves a definition of the situation, a process and an intended outcome of that process. The definitions, themselves, follow the table.

TABLE 1

Components of Definition of These Approaches

Approach	Situation	Process	Intended Outcomes
Collaborative	Work on common goals despite difference	Cooperation	Find commonality or complementary to obtain the best outcome
Negotiative	Work on joint outcome with strongly held divergent self-interests	Bargaining	Find pluralistic alternatives which maximize gains and minimize loses for all sides
Win-Lose	Final single solution where each party has strongly held divergent goals	Competition, coercion authority (commands)	To win, command, control; to attain your side's position

Collaborative

When two parties join together to work on common goals despite their differences, we call the process a collaborative one, if using a process of cooperation to find ways to mutually enhance each other, the focus is upon finding commonality or complementarity in the relationship to obtain the best outcome. With collaboration overt conflicts tend to be de-emphasized, side-tracked, avoided or ignored.

Negotiative

When two parties come together to work out joint outcomes in which they have strongly held but divergent self-interests, goals or values, we call the process a negotiative one, if using a process of bargaining to seek ways to meet diverse self-interests, the focus is upon finding pluralistic alternatives which maximize gains and minimize loses for all sides. With negotiation conflict is overt and legitimate.

Win-Lose

When two parties come together to find a solution to a situation where each has a strongly held but divergent goal, we call the process win-lose, if using a process of competition or coercion (contests, fight or achievement) to seek ways to dominate, win or succeed, the focus is upon each party's attaining their right, best or most valued solution. With win-lose conflict may be overt, disguised or subtle.

Another way all three approaches to problem solving conflict situations can be viewed in terms of a six-step basic process. These six steps and a brief description for each approach is included in Table 2. In actual everyday use, these steps are not necessarily sequential or linear, and the process is seldom as "rational" as the table may imply. Note also that while many of us originally learned these six steps in the collaborative mode, and may think of them primarily in this mode, these steps may be approached in many ways, as illustrated in the table.

TABLE 2

Description of Three Approaches to Problem Solving

	Approach to Problem Solving		
Steps of Problem Solving	**Collaborative**	**Negotiative**	**Win-Lose**
Problem Identification	On basis of: Needs Assessment or Breakdown in the Organization	As due to: Incompatible Self-Interest and/or Values	In terms of: Right-wrong; Threat; Becoming the Best
Diagnosis	Both parties join together to provide shared data on the "problem"	Each party from divergent systems of belief engages in separate assessment of own and others self-interests/values, power, resources, likely approaches	Each party separately assessing strengths and weaknesses in self and other.
Planning	"Brainstorming" and other alternative generating procedures; feasibility testing	Developing strategies, tactics; preparing the case; setting objectives; mobilizing resources	Developing the game plan; mobilizing resources; practicing
Problem Solving	Full discussion using shared criteria; consensus decision making	Negotiations, bargaining, compromise	Playing the game; fighting, contesting coercing, competing
Implementation	Carrying out the decision with personal commitment to its integrity	Follow through on agreements usually with a monitoring process to assure compliance	To the victor got the spoils; accepting the fruits of victory, the agony of defeat
Assessment	Feedback on adequacy of outcomes and process to achieve shared goals	Feedback on adequacy of outcomes and process to meet self-interests. Periodic reassessment of the conflict situation, own and others power, etc.	Comparing outcomes with original goals. Reviewing process to improve one's part, how to win next time

Diagnostic Comparison of the Three Approaches

Each of these approaches is appropriate under certain circumstances. Below we have identified some elements in any specific situation that might have a bearing on which approach you would choose. For each element we discuss the factors which would dispose one to choose a collaborative, negotiative or win-lose approach. This information is summarized in Table 3.

Basis of the Conflict

Collaborative: If the basis of the conflict is actually (you must get beyond appearance) due to misunderstanding, lack of complete information, or a less than adequate commitment to the relationship, then COLLABORATION may be an appropriate approach. Such efforts might involve exploring feelings which block adequate communication, examining communication processes in use, and so forth.

Negotiative: If the basis of the conflict is due to legitimate but diverse and incompatible needs and values, then NEGOTIATION may be appropriate. Such efforts seek to find exchanges whereby both sides give up something in order to partially satisfy mutually exclusive self-interest.

Win-Lose: If the basis of the conflict appears to be right vs. wrong, a matter of the one best way, or the product of the other side's ignorance, deception or untrustworthiness, then WIN-LOSE may be appropriate. In such efforts, only one side can win, and losing is a very undesirable option.

Nature of the Outcomes

Collaborative: If both parties can envision creative, joint outcomes, or are willing to support a best way for all, then COLLABORATION may be appropriate.

Negotiative: Should the alternative outcomes appear to be pluralistic, (separate ones appealing to different groups) divergent, and not zero-sum (that is, each possible outcome has different worth to each side depending on what is at stake, and tradeoffs between alternatives are not simply an equal loss for one side and an equal gain for another side), then NEGOTIATION may be an appropriate approach.

Win-Lose: Should the alternatives be either/or, polarized dichotomies or zero-sum (what you lose, I gain) in which only one side can win, then WIN-LOSE may be appropriate.

Power Requirements

Collaborative: If the power necessary to resolve the conflict is based upon the resources to solve the problem, and can be expected to emerge from the participants in the situation, then COLLABORATION may be appropriate. Power usually resides in the hands of technical experts, managers or authorities. Overt displays of power are avoided, except to facilitate the process.

Negotiative: If the power necessary to resolve the conflict is in the relationship such that each party can prevent the other side from unilaterally attaining its goals, then NEGOTIATION may be appropriate. Relative power equalization among the parties becomes a major dynamic.

Win-Lose: If the power necessary to resolve the conflict resides in the hands of one party, so that their will can be attained unilaterally, then WIN-LOSE may be appropriate. Willingness to unilaterally exercise power is a significant factor.

Organizational Context

Collaborative: If the conflict involves how the group or organization is put together to achieve its goals, for example, what each role is expected to do and there is a broad consensus on those goals, then COLLABORATION may be appropriate.

Negotiative: If the conflict involves groups under stress and strain due to incompatible expectations of a function or roles and/or differing interests and values, especially where a general consensus on common goals is nonexistent, NEGOTIATION may be appropriate.

Win-Lose: Where the conflict involves hierarchially organized groups highly polarized, with low interdependence or there is competition for limited resources, WIN-LOSE may be an appropriate strategy.

The next set of factors are more descriptive of the three approaches, and may be more useful in diagnosing which process is being employed, or for diagnosing problems in the way an approach is being implemented.

Communication

Collaborative: Collaborative processes are characterized by open, clear and accurate communication.

Negotiative and Win-Lose: Negotiative and win-lose processes involve communication which is more guarded, controlled and partisan.

Trust

Collaborative and Negotiative: Trust is essential for both collaborative and negotiative processes. For the former it is based upon shared interests, or benevolence and is interpersonal in nature. For the latter it is based on adherence to the rules or procedures and norms of the process, and is functional or role based.

Win-Lose: Trust is not essential in most win-lose situations and may be dysfunctional. However, public or apparent adherence to the rules is often portrayed.

Ideal Decision Making Process

Collaborative: A shared, consensus-based decision making process is often employed in collaborative processes.

Negotiative: A shared, negotiated decision process occurs in negotiations, or a voting procedure.

Win-Lose: The winner, leader or expert decides in win-lose approaches.

Matching Interpersonal Conflict Styles

The following interpersonal styles appear most complementary to the three approaches:

Collaborative:	cooperation, accommodation
Negotiative:	negotiation, compromise
Win-Lose:	competition/coercion, avoidance

Referring to the information in Table 3, the eight elements can be seen as useful diagnostically and prescriptively. Diagnostically, one can use the diagram to assess situations in terms of each particular approach with the goal of providing you with some basis for using one approach or another. However, not all elements need be present to employ a particular approach. Other factors such as your own values, needs, resources, time, and skills enter in.

Used prescriptively, the eight elements suggest some areas to attend to when you have decided on a particular approach. The descriptive material can be considered as guidelines for what is, or what needs to be present to more effectively implement that approach.

In any case each approach has its appropriate place, if conditions warrant, and one has the understanding, skills and will to utilize it.

TABLE 3

Diagnostic Comparison of Negotiative, Collaborative and Win-Lose Approaches to Conflict

Elements	Collaborative	Negotiative	Win-Lose
Basis of Conflict	Misunderstanding, incomplete information, less than adequate commitment to the relationship	Legitimate but diverse self-interests, needs and values	Only one can win, right vs. wrong, my way is best, other's ignorance, selfishness, lack of skill, or untrustworthiness
Nature of Outcomes	Creative joint outcomes, best way, best for total group	Multiple, pluralistic, non-zero sum	Polarized, either/or, zero sum, only one winner
Power	Emergent, based on possession of resources to solve problem; resides in the hands of experts, managers or authority; overt forms of power avoided, except to facilitate	Each side can unilaterally prevent other side from achieving goals; power is overt; resides in both sides	One side controls resources to dominate other side or to unilaterally attain goals; resides in strong leaders willing to exercise it
Organizational Context	Interdependent roles organized to achieve consensually supported goals	Interdependent roles with incompatible self-interests and available alternatives which satisfy legitimate diverse needs	Hierarchically organized role groups with limited interdependence and competition for limited resources
Communication	Open, accurate	Controlled, partisan	Partisan controlled
Trust	Essential, based upon shared interests or benevolence, interpersonal	Also essential; based on adherence to rules of the game; functional or procedural	Nonessential; probably dysfunctional; public adherence to rules of game
Ideal Decision Making Process	Shared; based on consensus	Shared, based on negotiation	Winner, leader or expert decides
Matching Interpersonal Styles	Cooperation	Negotiation, bargaining	Competition, coercion

YOTA ROLE PLAY II

Preparation:

1. Make up a set of role name tags (wealthy elite, etc.) for each role play, as close to one-fourth the participants in each group as possible.

2. Prepare adequate space and arrange chairs and tables if necessary.

Forming Groups:

3. When you are ready to start this exercise, explain to participants the purpose of this next session is to provide some experience with the various approaches to conflict. To this end, they will form new groups and enter into another Yota role play.

4. Ask participants to review Paper 1, Introduction to Yota, and decide which role they would prefer to play. To the extent possible, they will be given a choice.

5. Give them a minute or two to review and decide, then tell them you have (so many) tags for each role. You will give them out to those who raise their hands for each role as you call it out. Starting with any role, ask for hands and pass out tags until they are gone, or until no more hands are down. (If all the slips are not taken, tell them how many are left.) Then, go on to the next role. If you have any left over at the end, ask who hasn't chosen and tell them the choices (if any) left to them. Assign each role group a corner (or section) of the room and have groups congregate.

Planning

6. Get them quiet and give the following instructions:

   a. Divide into 2 (3) teams in each role. Teams should be trios or quartets to allow each team to select an observer and still have a pair to play the role. Assign each team one of these letters: A or B (C).

   b. Each team select an observer (e.g., 2 (3) observers from each of the four roles).

   c. Ask all observers to meet with one of the trainers to receive instructions. As they convene, other trainer passes out appropriate handouts of original briefings

H1A-D and supplemental briefings H2A-D to each role group and refers each team to Paper 8, page 1, "Yota Planning Guide." Tell them they have 15 minutes to plan. (Write time on newsprint.)

d. In the meantime, observers are going over Paper 8, page 2 and 3 and getting observation assignments. (Trainers select these, being sure no one is observing their own team, and instructs observer to sit opposite [facing] the team he/she is to observe.) Observers return to their teams to help with planning, or use time to review Paper 7, and work on their observation assignment.

Activity

7. At the end of the planning period have all A teams from each group meet in one spot, all B teams meet somewhere else (C teams in a third). Remind observers to sit opposite the team they will observe.

8. Begin role play in all groups simultaneously and let continue for 15 minutes. Observers record.

9. Call time and allow observers to complete reverse side of observation form. Participants reflect on events, using concepts in Questions 1 and 2 of the planning guide to focus their thoughts. 5 minutes.

Discussion:

10. Observers share out a summary of their observations, using the observation form as a guide.

11. After all observers share, allow groups to discuss reactions and analysis.

12. Ask each participant to fill out W-4.

13. Participants meet with other role partners to discuss W-4.

SUPPLEMENTAL BRIEFING FOR WEALTHY ELITE

From time to time Yota is approached by various organizations to sponsor their representatives in some form of activity. One type of request comes from Eastern groups who send spiritual leaders to present their ideas to the West. From your perspective, these groups often are of dubious character, promoting quick enlightenment for the masses, and making a fortune in the process. You resent the duplicity and do not want to see Yota affiliated with any such nonsense.

The Board will meet to select a new chairperson, and you wish to see continued the tradition of strong leadership which has characterized Yota to date.

Handout 2B
Page 1 of 1

SUPPLEMENTAL BRIEFING FOR COMMITTED BACKBONE

You have heard via the grapevine that some of the Personal Growth Advocates want to sponsor a guru/teacher who comes from the East for a visit to your community. You are skeptical that there is much substance to the person, and don't want to be caught sponsoring a charlatan. Besides you doubt there is much interest in the community. You feel strongly that inadequately thought through activities should be avoided within Yota. Any suggestion that Yota support this particular person you believe should be very carefully investigated.

The Board will meet to select a new chairperson. You don't want this issue of sponsorship to sidetrack or otherwise interfere with this process.

Handout 2C
Page 1 of 1

SUPPLEMENTAL BRIEFING FOR PERSONAL GROWTH ADVOCATE

A famous guru/teacher from the East is planning to make another journey to the U.S. and you have received a letter inquiring whether anyone in your community would be interested in sponsoring the visit. You believe this could be a significant event for Yota, providing a useful service to the community through the opportunities to learn more about Eastern approaches to life and personal experience.

The Board will meet to select a new chairperson, and you know that unless the chairperson supports this activity, you will not obtain the funds from Yota to sponsor the event.

Here is the opportunity to implement that vision of Yota that you hold. However, you are also aware that some other groups on the Board are supicious of non-Western ideas and teachers and are likely to oppose sponsorship.

SUPPLEMENTAL BRIEFING FOR YOUNG PEOPLE

You have just learned that a famous teacher/guru from the East is coming to the U.S. and would be interested in visiting your community. You think it would be fantastic if Yota could sponsor the visit. You belive that many young people would welcome the opportunity to receive some teaching from this wise person. You also know some other groups on the Board are suspicious and likely to oppose sponsorship.

You think this opportunity is extremely important, but you know that unless the chairperson supports you, you will not get the funds needed. The Board is about to meet to select a new chairperson.

YOTA PLANNING GUIDE

Use your responses to this guide and Table 3 of Paper 7 to plan your approach.

1. From your perceptions describe:

   a. The basis of the conflict(s):

   b. The nature of the outcomes you desire:

   c. What can you do to keep each of the other groups from taking unilateral action to keep you from getting what you want? (What power do you have and how will you use it?)

   d. The organizational context--what does your group contribute to the organization--what do you have that the rest needs? What do each of the others have that you need in order for the organization to continue? What does that imply for how you work on the issues in the upcoming meeting?

2. The approach we will use is: (circle one)

   Collaborative   Negotiative   Win-Lose

   What does your group need to do about

   Power:

   Commitment:

   Trust:

   Interpersonal style(s):

   Decision making process:

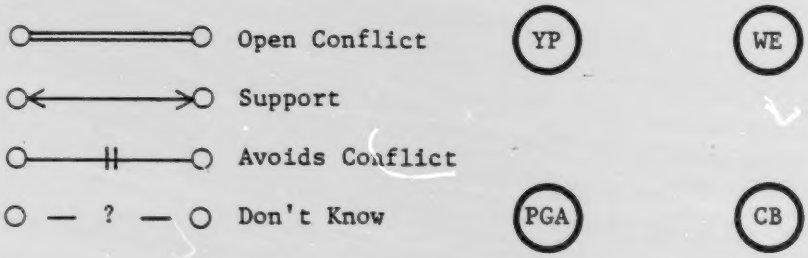
YOTA OBSERVATION FORM

Use this form to record your observations of different approaches to problem solving, specifically collaborative, negotiative, win-lose.

Role I will observe: ______________________	Symbols: C = Collaborative N = Negotiative WL = Win-Lose
Description of Behavior	Approach
Example:	
Leaning forward and shouting threateningly: "If you vote that way, we'll leave and form our own organization."	Win-Lose

Fill in at end of exercise:

1. In general, how would you characterize the relationships among the four groups?



2. For the group you observed, the basis of the conflicts (both open and those avoided) appeared to be:

3. For the group you observed, the nature of outcomes they seemed to be working toward were:

4. For the group you observed, the approach they chose seemed to be: (circle one)

Collaborative Negotiative Win-Lose

Be prepared to briefly describe their behaviors concerning:

Power:

Communication:

Trust:

Interpersonal style(s):

Decision-making process:

SECOND YOTA ROLE PLAY RESPONSE

Think back through what happened for you during this second round of Yota. Then, write a sentence or two in answer to each of the following questions.

1. What were you personally trying to do during this role play?

2. What contributed to your success or failure in accomplishing your aim?

3. What did you find out about the three different approaches to conflict resolution?

When you have finished writing, join two other people from your Yota role play group. Try to focus your discussion on examples which illustrate the differences: (a) among the three approaches to conflict resolution, and (b) between any of these approaches and various individual styles of responding in conflict situations.

NEGOTIATIVE PROBLEM SOLVING

The Negotiative Problem Solving (NPS) process is a unique approach to dealing with interpersonal and intergroup conflict situations. In some cases NPS may be used as a more effective alternative to collaborative problem solving, while there are other situations where it alone is especially suitable. We shall briefly discuss a set of conditions needed to support the NPS process, and concludes with a summary of the six-step process.

In a period of increased and legitimate participation in the educational decision making process by diverse groups, there are many problems in education that might more effectively be resolved if everyone recognized at the start that no one solution was best from everyone's point of view, or stated differently, the best solution depended on your point of view (your self-interests). With this understanding, and strong commitment to broadly based participation in decision making processes, conflict is an inevitable, but not insurmountable, part of the process, if conflicts can be surfaced and negotiated.

Some of you might say, there is another view; that of a "rational" world, in which if we were to calmly and unemotionally view the entire situation, we could find a mutually preferable outcome. However, the problem situations we are discussing involve conflicts of values or self-interests and, as a result, two or more sets of "rational" views can be developed leading to preferences for incompatible goals or outcomes. This as we have said before, is the negotiative problem solver's perspective.

What conditions are needed for two or more parties in a group or organizational context to be able to use conflict productively through a negotiative problem solving process? This issue is addressed in the next section.

Conditions Necessary to Support Negotiative Problem Solving

In order for negotiative problem solving to take place certain conditions need to exist. If these conditions are absent, it will be difficult or impossible to deal with social conflict by negotiative problem solving.

1. The parties involved have real, basic differences of self-interest (goals, values, needs) on the issue in question. It is clear or becomes clear to all that, no matter which course of action prevails, the interests of some parties will be met at the expense of other parties interests.

2. A mutually acknowledged basis for maintaining the relationship exists. Usually it is a functional one, e.g., based upon the interdependence of specialized functions in an organization. Therefore, the parties have a stake in maintaining the relationships among

them and thus must consider their long term as well as their short run interests. Strategies and actions taken to meet short run needs have long term consequences as well. Conflicts are seldom solved. Rather they are renegotiated periodically as the issue becomes salient, or the power distribution changes.

In addition:

3. Parties have a knowledge of and commitment to partisan values and interests. That is, parties are clear about their self-interests and situations where their self-interests are similar to or discrepant with others. All relevant actors recognize the legitimacy of multiple interests (both within and between).

4. The parties in conflict understand and agree that confronting their differences from a partisan position is a more appropriate and potentially constructive thing to do than is working together to find a mutually best solution or each party competing in a win-lose fashion. It is extremely difficult to engage in negotiative problem solving (or collaborative problem solving for that matter) unilaterally. Both must agree that the situation calls for negotiation.

Points 3 and 4 are important. By definition the conflict situation is one of different self-interests. Collaborative approaches are based on finding overriding similar self-interests. When conflict exists, if it is not legitimate to admit to basic differences, some parties will not have the opportunity to strive for their needs; as a result, angry, destructive actions are inevitable.

5. Among the parties concerned, there is either relative power equality or relatively equal vulnerability to the power of the other. For example, students and administrators do not have the equal authority or equal access to resources or other forms of power. Yet, if students walk out of school in large numbers, administrators may become quite vulnerable to what power students have because the community expects them to keep schools open and functioning, and to be expert at dealing with young people.

In negotiative problem solving, the parties present solutions that meet their self-interests, and use whatever power they have to influence the actions that are taken on the issue. In a negotiation, power is seldom given up, although it may be shared.

6. The social norms and procedures in the environment are generally supportive (or at least not suppressive) of openly confronting and dealing with conflict. They need to be clear and usable. When they're not, people tend to do "unfair" things, "misunderstand" each other, or, at least *feel* they were treated unfairly. In many cases procedures and norms are not clear, or do not exist. Or they may be clear but ineffective. Establishing effective norms and procedures for dealing with conflict situations acceptable to all parties involved may take a great deal of energy and time.

Formal ground rules for dealing with conflict such as those embodied in laws, or policies and procedures manuals, are not in themselves adequate, although they may be extremely helpful. Informal norms also exist in all cultures concerning conflict, and these may or may not be at variance with formal procedures. Awareness of both and their congruence is important.

7. An adequate incentive structure exists. The situation need be one in which the parties have a considerable amount at stake and outcomes are worth the effort required. Negotiative problem solving requires considerable investments of energy, time and resources on both sides, both to create and maintain conditions that enable the process to work, and to work the process.

8. There is adequate time to work the process. Negotiative problem solving takes time: time to clarify interests, build and maintain power bases, prepare on specific issues, present and clarify own and opposing parties' solutions, probe assumptions, bargain, caucus, weigh alternatives and make decisions, and time to implement decisions. If the time is not available, the benefits of the process are jeopardized, as inadequate preparation and hasty decisions will produce inferior outcomes, unworkable decisions, frustrations and breakdowns in the process.

Summary

CONDITIONS NECESSARY FOR NEGOTIATIVE PROBLEM SOLVING

1. Real, basic differences of self-interest (goals, values, needs) exist on an issue.
2. There is a mutually acknowledged basis for maintaining the relationship.
3. All parties are knowledgeable about and committed to partisan values and self-interests.
4. All parties agree that confronting differences from a partisan position is legitimate and appropriate.
5. Relative power equality or vulnerability exists among the parties.
6. Norms in the environment support dealing openly with conflict.
7. There are sufficient rewards for all parties to make the effort worthwhile.
8. Enough time exists to work the process.

Summary of the Six Steps in a Negotiative Problem-Solving Process

Please observe that this process is not linear or sequential. You don't start at step one and work a step at a time to six. It is almost always more complicated than that. The material below is an elaboration of the middle column of Table 2 in Paper 7.

ONE: IDENTIFYING THE CONFLICTS

Here information is gathered to determine, if possible, the type of problem being encountered. This information should also enable you to:

A. Begin to define the substantive domain and scope of issues and establish broad objectives.

B. Identify the basis of the conflict and the context in which it occurs.

TWO: DIAGNOSIS

Here attention is focused on a diagnosis of the situation. What is going on? Data is collected on your group's self-interests, your power, resources available, approaches that are appropriate. Information about the other side is also collected.

A diagnosis includes:

A. A dynamic description of each party (system) to the conflict (that is, each party is viewed as a complex system of sub-parts, each part related to all others in some active and coherent way), their stake in maintaining or changing the situation, their resources and power. The material below is an elaboration of the middle column of Table 2 in Paper 7.

B. The process, or set of events, that led up to the current state of affairs.

C. The nature of the conflict and its "causes." Almost always the causes are multiple.

D. Analysis, including the "leverage" points in the situation that might be employed to bring about change (e.g., reducing, restraining forces).

THREE: PREPARATION AND MOBILIZATION

The dual activities at this stage are planning strategies and tactics and developing and maintaining a power base (mobilization).

PREPARATION involves:

A. Defining objectives, outcomes (based upon your group's self-interests and values).

B. Developing defendable positions.

C. Assessing strategies.

D. Choosing tactics.

MOBILIZATION involves:

A. Identifying a constituency with common self-interests.

B. Developing and maintaining support from the constituency.

C. Establishing relationships with other interested parties, either friendly or neutral.

D. Identifying and maintaining contact with opponents.

FOUR: NEGOTIATIONS

This is a process including face-to-face meetings between the parties of the conflict for the purpose of attempting to reach a mutually agreeable resolution to the conflict.

This generally involves three phases:

A. Establishing the bargaining range.

B. Reconnoitering the range.

C. Precipitating the decision.

FIVE: IMPLEMENTATION AND MONITORING

Agreements are implemented during this step. The monitoring of these agreements is important because:

A. Parties may find following through on an agreement is in its self-interest only if it is monitored.

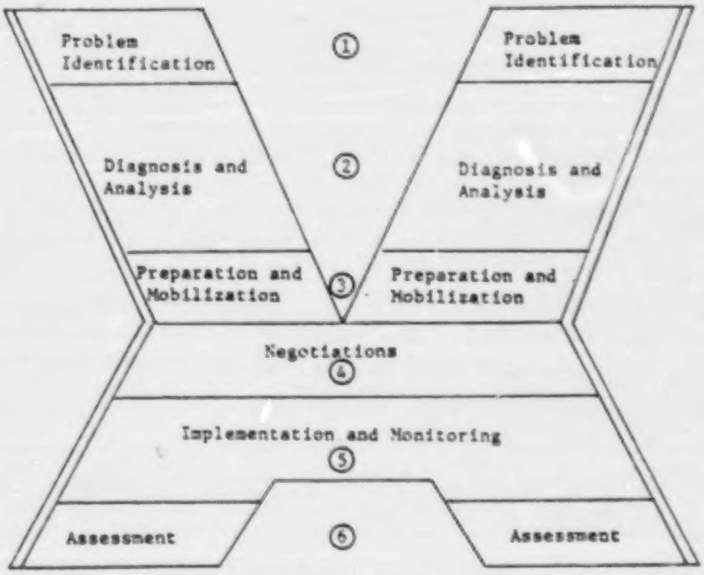
B. Unanticipated consequences of the agreement need be noted and evaluated in terms of self-interest and possible renegotiation.

C. Violations need to be documented and submitted to appropriate grievance procedures.

SIX: ASSESSMENT

Periodically, the outcomes, process and power of each side should be assessed against original objectives, expectations and analysis. Mistakes and learnings can be articulated to aid others facing similar situations. IMPLICATIONS FOR FUTURE CYCLES OR NEGOTIATIONS CAN BE DERIVED.

STEPS OF NEGOTIATIVE PROBLEM SOLVING


Problem Identification
①
Problem Identification
Diagnosis and Analysis
②
Diagnosis and Analysis
Preparation and Mobilization
③
Preparation and Mobilization
Negotiations
④
Implementation and Monitoring
⑤
Assessment
⑥
Assessment

WHERE AM I NOW

Of all the day's experiences, I got the most out of...

I could have done without...

It was hardest for me to...

I was surprised by...

Right now what I've found out about myself and conflict...

When you have finished, find a partner to share your responses with and take a few minutes to review the day.

SECOND DAY MORNING SESSION -

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N3 Agenda	1. Review	
20	2. Introduction to NOG (8) Read (2) Intro to Simulation (10) Form into 4 groups and assign roles	Begin familiarizing participants with NOG simulation	IS4 Introduction to NOG P10 NOG: A Negotiative Exercise N4 Roles	2. See Instructional Supplement 4	
20	3. Guided Fantasy (15) Fantasy (5) W-6	To provide participants with an identification and familiarity with NOG	IS4 W-6 Living on NOG	3. See Instructional Supplement 4	
15	4. Discussion in Role Groups (MP, PP, TsO, Ovs)	To share feelings involved with membership in NOG	IS4 W-6	4. Share W-6 in own role group	
40	5. Basic Concepts of Power (20) Read Paper 11 and fill out Paper 12 (15) Discussion of Paper 12 (5) Check answers	Introduce Basic Concepts of Power	P11 Basic Concepts of Power P12 Application of Types of Power H3 Answers	5. a. Read Paper 11 and fill out Paper 12 b. At the end of 20 min. tell them to join their group & discuss as directed on P12. c. Check your answers with those on H3	
50	6. Selection of Outstanding Paun Exercise (5) Read Paper (15) Planning Period (30) Exercise	To experience and try different types of power	P13 Selection of Outstanding Paun Exercise IS5 Selection of Outstanding Paun Exer.	6. a. Read Paper 13 b. Planning Period c. Begin Exercise as in Instructional Supplement 5	
60	7. Debrief (15) Paper 14 (15) Own Group (30) Fishbowl	To understand, analyze which types of power were used	P14 Discussion of "Selection of Paun" Exercise	7. a. Read Paper 14 b. Discuss Paper 14 in own group c. Each group select 2 people for fishbowl d. Do fishbowl with empty chair; post rules for using empty chair	

AGENDA: SECOND DAY MORNING SESSION

Introduction to NOG

Guided Fantasy

Discussion in Groups (20 minutes)

Basic Concepts of Power (Read P11 and fill out P12)

Selection of Outstanding Paun

Debrief

INTRODUCTION TO NOG AND GUIDED FANTASY

8 min. 1. Introduction and purpose for NOG.

Explain that we are moving into the next phase of the workshop, a negotiation exercise, called NOG, which will provide an opportunity to learn about how we respond to conflict and to learn and practice some ways of coping with conflict.

Turn to Paper 10. Take whatever time you need to read this overview of the fictional society in which you will be living for the next three days.

2 min. 2. Introduction to simulation

You will recall that yesterday you read a paper on the negotiative problem solving process. That paper described the conditions for negotiative problem solving. This simulation is designed to explore the practical meaning of those conditions. There are real differences in self-interest and interdependence designed into the roles. The activities provide opportunities for each group to clarify and become partisan advocates of their own interests and values as well as to analyze other groups' self-interests and positions. You will be asked to determine what approach--negotiative, collaborative, win-lose--best suits the situation you find yourself in, to act on your analysis, to review and strengthen or revise your strategies. You will be faced with power differentials, and vulnerabilities, and be asked to pay attention to what power is available to you and others, and how each group choses to use it. You will be asked to negotiate with another group within limits and constraints neither group will like nor have control over. Just as in the real world, there will be scarcity, regulation, and red tape to compound the difficulties of getting what you value and need out of the situation.

This simulation will continue for the next three days. What you do now, in getting immersed in the situation and becoming acquainted with your own and others roles, feelings, and assumed history, will provide a basic background of experience and attitudes for your activities during the rest of the workshop.

10 min. 3. Form groups.

Now explain that there are four groups of people involved in the NOG exercise. (Refer to Newsprint 4.) During most of NOG exercise only two of these groups will be played: Overseaers and Toles. However, to begin the exercise we want to help you develop a stronger identification with the other groups:

a. Count off by fours and get all 1 & 2's, etc., in separate places in the room.

b. Assign (or let groups select) one of the four roles to each group.
OR
Use same procedure as for YOTA II to get four groups and their assignments to roles.

c. When all groups are located, instruct them to spend a few moments talking among themselves about the roles they have been assigned (or taken) as described in Paper 10, NOG: A Negotiative Exercise.

20 min. 4. Guided fantasy.

Explain that we will begin the negotiation exercise with a guided fantasy. The guided fantasy has been designed to help set the stage for the negotiation exercise; to help you understand at an emotional level the situations and conflicts in the exercise.

I want you now to get comfortable and relaxed. You may want to leave your chair and stretch out on the floor. If you are willing, close your eyes, or focus them on some spot in the room away from others so you are not distracted. Try to use this time to imagine that you really are one of the inhabitants of NOG and feel your own emotional response to being in the situations I will describe. Now take two or three deep breaths to relax and to open yourself to the fantasy. Keep your mind focused.

Imagine now that you are members of the mythical society of NOG.

Today is the day the Barks are arriving on their annual voyage from the outside bringing the Pauns to be nurtured this next year. You and most other inhabitants of NOG are walking down to the pier. Take a moment to visualize what you see as you make your way along the streets and avenues. You pass the factory where NOG citizens make food for the Pauns. You pass the study halls and Paun dormitories, the homes of Toles and Overseaers. You look beyond town to the two mountains rising above the herb fields and playing grounds. How does it feel to live in this place?

Some of you are mature Pauns. You will be leaving the island when the Barks make their return trip to the outside.

If you are a maize Paun you have been particularly valued for your artistry and creativity, your intuitiveness and your temperamental likeness to the Toles who have nutured you. How do you feel about leaving for the outside where you have been told the purple Pauns are preferred and your own qualities are not valued so highly.// How do you feel knowing that the Overseaers always develop so many more of the purple Pauns than they do of your own kind.//

If you are a purple Paun, you know your own competence and skill and you know that your reliability and assertiveness are particularly valued on the outside.// But, for some reason the maize are better liked here on the isldand. How do you feel about the favoritism of the Toles toward the maize Pauns. // What are you thinking, Pauns, as you wait for your new brothers and sisters to arrive? // What do you anticipate happening to you when you reach the outside?//

Overseaers and Toles, what are you thinking and feeling about these Pauns as you assemble with them at the Pier?

Some of you are Toles. You have been especially selected from all of the citizens of NOG because of your particular skill in working with and nurturing the new Pauns. // As you approach the Pier you are thinking about last year's group of Pauns and what you would like to be able to do with the new Pauns just arriving. // On your way to the Pier, you meet some of your best maize Pauns. How do you feel about their leaving soon? // How would you feel about having to raise all of the new Pauns as purple? // How do you feel about not having any control over whether you raise purple or maize Pauns, about not having any say in the decisions? (Pause)

You Toles are also worried about your financial situation. The cost of living has gone up 20 percent since you last got a raise and all projections say it is still climbing. What have you had to go without? // What will happen if you don't get a raise from the next round of meetings with the Overseaers? (Pause)

You see some Overseaers standing in a group by the speaker's platform. A number of purple Pauns are mingling with them. You remember that the Overseaers get a bonus for every purple Paun they return to the outside. How do you feel about that? // Wages are low, pod sizes are too large and too many Toles are going without work! // Where does the money go? // What good do the Overseaers do for you, for the Pauns, for the island? //

Some of your are Overseaers. You've been here on the island representing the outside world and supervising the raising and development of Pauns for quite some time. You know just about everybody and feel at home here. // You are proud of the difficult job you have done in providing the Outsiders with mature Pauns--especially the purple Pauns. // Almost 75 percent of all matured Pauns on the outside are purple. // But you have your worries too. It has been difficult providing the Outsiders with their 20 percent management cost ratio. How do you feel about their threatening to replace you if you continue to fall short. // How do you feel about the Toles increasing demands for higher salaries, and their desire to cut pod sizes, hire more Toles and raise more maize Pauns? // There is only so much moeny, and the cost of shipping, salaries and new Barks is so high these days. // How do you feel about all the conflicting demands and having to manage such a complex situation? // What is it going to take to get a few more Barks so you can get enough income to meet all these demands? //

You are all gathered together now, watching the Barks as they approach. Five new Barks decked out for the arrival ceremonies bringing 500 new Pauns. // Next year it could be six Barks and 600 Pauns. What difference would that make? // What would you gain, what would it cost you?

Your are all listening as one of the Overseaers is about to announce how many purple or how many maize Pauns are going to be raised in this new batch coming in. What are you hoping for? // What difference does it make to you and your group, the other groups? (Pause)

Today you are a community gathered to welcome the new Pauns, but soon you will be working for your own needs and goals as differences and conflicts arise. Reflect for a moment on your situation here on NOG and the things you would want to make your life more satisfactory.

As you are ready, and in your own time, begin to come back to the here and now and to this room.

5 min. 5. Writing assignment.

Before talking to anyone or losing your train of thought, turn to Paper W-6 in your materials and write your answers to the questions you find. When you are finished, follow the directions at the bottom of the second page.

15 min. 6. Share statements in groups.

NOG: A NEGOTIATIVE EXERCISE

Overview

You are members of the mythical society of NOG, nestled in a verdant valley between two tall mountains, which spread their shoulders to somewhat ring the valley and take up most of the island on which you live. One end of the valley backs up to a saddle between the mountains, the other opens to the sea.

The society of NOG is connected to and dependent on the Outside for its survival. The Outsiders payment for nurturing Pauns enables NOG residents to secure the resources they need to nurture Pauns and support their families and way of life. Despite its lush and lovely geography, NOG is a one-industry, labor intensive community without material or population resources to establish other economic bases for livelihood. In many ways the Outsider may be analogous to the general citizenry whose taxes and donations support our own college and public school system.

On this island of NOG, two types of Pauns are nurtured, maize Pauns and purple Pauns. Pauns represent a unique and cherished resource to the citizens of NOG. Every season, long wooden barks sail into NOG from the outside, each filled with 100 unnurtured Pauns, and each will be nurtured as a maize Paun or a purple Paun. The maize Pauns are generally preferred by the residents of NOG and the purple Pauns have been preferred by the Outside. After they have matured, the Pauns are returned to the Outsiders providing an important source of income for the island of NOG.

Pauns are raised and nurtured by Toles. Toles are residents of NOG who have become skilled at nurturing the Pauns and imparting to them the subtle characteristics for which they are valued. Each Tole nurtures a group or "pod" of pauns of the same type either maize or purple. Pod sizes traditionally have contained 32 maize Pauns or 24 purple Pauns.

Among the members of NOG are two groups, intimately connected with the nurturance of Pauns. One group, the TsO or Tole's Organization represents the interests of the Toles. The other group, called the Overseaers, are Outsiders chosen to represent the outside and has been assigned the responsibility of supervising the overall nurturance of Pauns to insure an adequate supply for the Outside. Members of both groups have met only recently in order to deal directly with some of their long standing conflicts.

Members from these two groups have agreed to meet prior to every season. To date they have agreed to work on four areas over which there has often been much conflict (other items can be added to the agenda by mutual agreement):

1. The number of Toles necessary to adequately nurture the Pauns

2. The compensation Toles receive for their activities

3. The conditions necessary to adequately nurture the Pauns, such as herbs, tutoring

4. To explore the possibility of negotiating on the issue of number (quotas) of Pauns to be nurtured as maize and purple before they returned to the Outside

By custom and law, all Pauns must be nurtured, even though not all may be returned to the Outside. The supply of Pauns will vary depending on the number of Barks available. Each Bark will transport exactly 100 Pauns to and from NOG. Assuming agreements are negotiated and conditions remain generally favorable to the nurturance of Pauns, the Barks will return each season filled with new Pauns ready to be nurtured. Strikes, too few Toles, too many Pauns (high pod sizes), low Tole morale and/or Outside dissatisfaction may adversely affect the number available in future seasons. Extremes of favoritism to one or the other type of Paun may also have an adverse effect.

Failure to reach agreement on these issues brings on severe economic and social consequences for the residents of NOG. One result is a less adequate job of preparing Pauns, consequently, the Outsiders may provide fewer resources for future nurturance. It may deprive the island of income and hence lower the standard of living. The representatives of both the TsO and the Overseaers lose status and esteem from the community on NOG and the Outside. Failure to reach agreement results in unhappy Pauns and Toles.

NOG ROLES

Toles: Nurture Pauns for the Outsiders

Oversears: Supervise nurturance of Pauns

Maize Pauns: Creative, intuitive

Purple Pauns: Competent, assertive

LIVING ON NOG

Please write a short paragraph for each of the following:

Being a ______________________________ in NOG is...
(Tole, Overseaer, purple or maize Paun)

What I like best...

What I like least...

The group on NOG, besides my own that I feel I have more in common with is...

Because...

The group on NOG, besides my own that I feel I have the most differences with is...

Because...

The most important thing to work on for the welfare of my group is...

Because...

When the Overseaer-Tole meetings start, I want...

What I'd most like to change to make my life on NOG as a(n)
________________________________ easier is...
(Tole, Overseaer, purple or maize Paun)

When you have finished, join your NOG role group and read or talk about what you've written. You will have approximately 15 minutes for sharing.

BASIC CONCEPTS OF POWER

As discussed in Paper 7, Three Approaches to Conflict, understanding the power relationships in the situation is both necessary to determining which conflict approach may be appropriate as well as what kind of power relationships allow for certain conflict approaches. Power thus becomes critical to the concepts focused on in this workshop. For some people power is perceived as bad, manipulative or a basic evil; but how one uses power must not be confused with power itself. Power is a resource that can be used in many different ways. This paper examines basic concepts of power--what it is based on, forms and strategies of power, and effectiveness of different forms for groups and individuals.

Power occurs in relationships of one individual with another, one group with another, or one individual with a group. It is the relationship among these groups or individuals that provides the conditions for power to exist. For example, a school in California has virtually no relationship to a school in Georgia--thus power is irrelevant. But both schools may be subject to laws by Congress. Obviously more power would be possible in the relationship of the school to its own school district.

Although many definitions of power are available, for the purposes of this workshop power is defined as "the ability to accomplish individual and/or group goals within an organizational context over time." Usually this translates in an organization to the decision making structure or the authority structure, where certain roles are assigned or encompass the authority to make certain decisions.

With this definition, an important distinction occurs between power and influence. Influence, which could be considered as personal power, involves convincing another of your position or point of view and generally, though not necessarily, occurs within a one-to-one context. Thus, it is an interpersonal process. Influence may be part of the process to power but in-and-of-itself is not power as used in this workshop. Power, which could be called organizational power, involves "clout" in the sense of being tied to the organizational context and not dependent on the particular individual who wields the power. For example, a teacher may attempt to influence another teacher to change her/his teaching style. This represents influence or personal power as long as there is not a way to make the teacher change the teaching style. However, when the change is tied to other parts of the system, such as a favorable evaluation being tied to the change or the department chairperson indicating that all teachers will incorporate a particular style; then the situation involves power, or organizational power.

One last point about power concerns the belief system of those involved. While power occurs when a relationship exists, the belief system of those in that relationship affects how power is distributed. Most generally we give power to others because we think they are smart, important, would otherwise hurt us, or they have a right to tell us what to do. When these conditions exist, we allow them to influence us; thus, we often give others power over us.

Bases of Power

French and Raven[1] discuss six bases of power which stem from relationships among parties and our belief system: referent, legitimate, expert, reward, coercive and information. Each of these is affected by what we believe about the other person or other groups.

Referent. Referent power occurs when one individual identifies with another such that she/he behaves, believes, and perceives as the other. Often a feeling of oneness exists between the individuals. The other can even influence the individual without attempting to do so--the individual acts in ways she/he thinks the other wishes. The identification can result from friendship, strong respect, love, worship, etc. This type of power generally occurs between individuals--rarely is it evident between groups--and thus it is more often a form of personal power than organizational power.

Legitimate. Legitimate power stems from an individual's internalized values which dictate that another has the right to influence the individual and the individual has an obligation to accept that influence. This base of power is usually attached to an office or position in the organization, or is built into the legal system as with judges. On rare occasions individuals are granted legitimacy without holding a particular position. Groups can also have legitimate power, e.g., teachers have legitimacy in negotiations. Thus, legitimate power is generally a form of organizational power.

Expert. Expert power is based on individual's belief that another has some special knowledge or expertise. The strength of this power depends on the individual's attribution of superior knowledge to the other within the specified areas that the individual finds relevant. Expertise can be attributed to individuals, groups and organizations. When attributed to individuals, it represents personal power; if it is institutionalized into a role in the organization, then it can represent organizational power.

Rewards. Rewards serve as a base of power when the individual believes that the other has the ability to mediate rewards for her/him. These rewards must be ones that the individual values, and must be given out now and then for the belief in them to continue. Reward power can be used by individuals and groups to affect behaviors of individuals, groups and organizations. While rewards can be present as personal power, it most often is tied to certain roles in an organization and thus represents organizational power.

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[1] French, J. R. P. and B. Raven. "The Bases of Social Power." In Group Dynamics, edited by Cartwright and Zander. New York: Harper and Row, 1968.

Punishment. Punishment power occurs when the individual believes that the other has the ability to mediate punishments. The strength of this power depends on the individual's estimate of the magnitude of the possible punishment that occurs if she/he does not conform. For example, if you were in prison and not returning to your cell on time meant that you would be shot, you most likely would conform. Punishment is limited to the behavior which the individual thinks the other can see or notice. Behavior that is hidden from the other will not be influenced by punishments. As with reward power, it can be used by individuals and groups to affect behaviors of individuals, groups and organizations. Similar to rewards, while punishment can be personal power, usually it is organizational power.

Information. The power of information results from the sharing and withholding of information by the other in such a way as to affect the behavior of the individual. For example, if the teachers are to have a meeting with some administrators about a sensitive issue, the teachers might not inform the administration that they plan to bring their lawyer. The intent is to catch the administrators off guard. Information power can be used by an individual, groups or organizations. Within an organizational context, information represents a form of organizational power.

Forms and Strategies of Power

Besides the six traditional bases of power discussed before, other forms and strategies of power exist that relate to the amount of interdependence between individuals or groups. Where parties occupy different roles in the same system such as a school system, a company, a social organization or a city government, the interdependency among those in the system is fair to high. But little interdependence exists when individuals are located in different systems such as in city government or a school system, or are tangentially related to the system as citizens of a community or parents without children in a school district.

When the interdependence among or between parties is fair to high, several different forms and strategies of power can be utilized. Although some of these reflect strategies that others (many times those with the most power) consider to be unfair or too threatening, these forms of power should be considered as possible and sometimes necessary. They can be used to gain recognition of an issue in order for it to be discussed or negotiated later, or as a form of changing a policy.

1. Noncompliance occurs when an individual or group decides not to obey a request, policy, practice, rule or procedure. Noncompliance operates more forcefully when a group rather than an individual disobeys. When the group includes all the people affected by the policy, their noncompliance makes the policy ineffective.

2. Withholding services can be done by individuals or groups, though it is more effective when done by a group. Various services—ranging from performance of class duties to certain administrative duties--can be withheld. The effect is to nullify some request, rule, policy, practice or operating procedure with the intent of changing it.

3. Sabotage, which can be done by individuals or groups, occurs in a more destructive form than noncompliance or withholding services. Generally sabotage refers to acts that make a policy, request or rule less effective. For example, a teacher might use only nonrecommended materials in his/her classroom. Two things make sabotage different from noncompliance or withholding services: (a) it is done covertly and thus makes discovery of those involved more difficult; and (b) sabotage generally undermines or counteracts a policy, rule or request.

4. History and tradition operate in both overt and subtle ways. They are used first of all to socialize; when being used as a tactic or approach, they are invoked to remind people to "stay in line." On a more subtle level, history and tradition tend to operate to the benefit of those who are in power and who wish to maintain the status quo: "We must keep continuity with the past." "We've always done it this way." Often their effect on behavior is not realized until questioned. As reflectors of the status quo, they can be a help or a hindrance, depending on the situation and the issues.

5. Definition of the situation becomes a very powerful tool during a crisis or conflict. Usually the media or those with legitimate power use this form of power to determine what the conflict concerns. For example, the administration and teachers can call a fight between a black and a white student a racial disturbance or an ordinary fight. Each definition has different implications and affects those concerned in different ways. Or a small group of teachers may be protesting a policy by picketing. If the administration defines the teachers as irresponsible hotheads rather than as people with a disagreement over policy, the teachers may have to fight the image presented just to get the policy issue on the table. But if all the teachers suddenly walk out, they may have defined the situation for the administration, since the administration must then deal with the walkout.

6. Creating tradeoffs sets the stage for negotiations and may involve any of the above forms of power. Often one group will not perform a certain task, which under other circumstances they would, in order to pressure for a change in another area. The trade becomes "we will perform this

task again when you change that rule." Or each group gives up something to get something else. One advantage of this form of power is that it allows each side a way to save face.

7. Undermining the opposition's power generally refers to the six bases of power discussed earlier; however, it can also apply to the other forms listed in this section. For example, the person occupying a certain position in the school may, by tradition, make a particular decision (legitimacy); but a group of teachers or students may question the right of that position to make that decision, and thus attempt to undermine a source of power. Or a group may bring in another expert to question the opposition's expertise, thus lessening the force of expertise.

8. Creating own bases of power external and internal to the organization means utilizing any public pressure and any types of power listed. If several teachers desire open classrooms in their school, they can garner the power of expertise (open classrooms develop more self-sufficient people), as well as mobilize parents and students (a base of power external to the school).

When little interdependence exists between or among parties, different forms of power become relevant, and often are the first to be used. Although the following four forms of power can also be used in the context of greater interdependence, they are generally used as a last resort.

1. Public sympathy and pressure generally come from those outside the particular system. At the societal level, for example, civil rights marches in the South originally gained much liberal and Northern sympathy which pressured for the enactment of certain laws. At the local level, the dismissal of a well-liked principal might be grounds for gathering much community and other school backing to support rehiring.

2. Leaving the situation does not usually force a change unless many people leave. Leaving the situation could mean going to a private school or a different school system, moving to another city or becoming inactive in a situation where previously active. Generally leaving the situation serves to protect the individual, rather than bring about change.

3. Alternative structures are often utilized when leaving isn't likely to improve the situation and other ways to force change either do not or will not work. Alternative structures usually mean creating a whole new system, rather than affecting a portion of the original system. Thus there are alternative schools, free schools and communes.

4. Violence is often used when all else fails or the frustration built up over time needs release. It can force the desired change, or it can bring the issue to the attention of the public.

Any of these forms of power can be used as needed. What becomes important in the use of power is to select appropriate strategies in consideration both of one's goals and the opposition's power.

APPLICATIONS OF TYPES OF POWER

The following situations provide an opportunity to apply the types and forms of power discussed in Paper 11. For each situation, you are answering the question, "What type of power is being used to produce conformity (to the policy, demand, request, etc.), or what type of power is being used to resist or change an existing policy, demand, request, norm, etc.?" Although more than one type of power may be possible, choose the one that is most apparent or most likely operating.

First, by yourself decide which type of power is represented in each situation. Then when everyone in your group is finished discuss which type of power each of you selected for the situations. A handout will be given to each person after the discussion. This handout indicates which type of power was intended as the primary one.

Situations

1. Although all the baking was assigned and the lunch room reserved, the bake sale had to be cancelled because an administrator informed me of a rule which states that no money can be raised during school hours on school premises.

   Type of power:

2. Two months ago the principal announced a new policy that teachers should send any student who arrived at class three minutes or more late to the principal's office. The principal can't understand why the teachers have sent only two students to him, one of whom was 30 minutes late and the other was 35 minutes late.

   Type of power:

3. Having spent twenty years at Wilton School, Ms. Smith was appalled to see the younger staff eating their lunches with the students rather than in the faculty lounge. She complained about their behavior to her friend at a recent meeting loudly enough to be heard by the rest of the faculty.

   Type of power:

4. When the principal requests something, Fred always does it; but if I would request the same thing, he'd say it was a stupid idea.

   Type of power:

5. An administrative committee has been attempting to decide the most efficient route for school buses. After deliberating for two weeks they brought in their system analyst who provided the needed solution.

   Type of power:

6. When following the Christmas break all the male students had mustaches, the administration was confronted with how to enforce the policy concerning "facial hair."

   Type of power:

7. Although Tony, the Assistant Principal, knew that teachers in the district were expected to remain in the school until 3:30 p.m., he and his two riders continued to leave by the back door at 3:00.

   Type of power:

8. John and Tom, who have been team teaching history together for five years, have become very good friends. At a recent department meeting, John proposed that one of the new teachers be added to his and Tom's team. Since agreement by the current team teachers and the new teacher is all that is required for a decision, someone asked Tom for his opinion. Although Tom resented having to add another person to the team, he decided to go along with John and agreed publicly.

   Type of power:

The type of power in each situation in Paper 12 is as follows:

1. Information
2. Noncompliance
3. History and tradition
4. Legitimacy
5. Expertise
6. Define the situation
7. Sabotage
8. Referent

SELECTION OF OUTSTANDING PAUN

The following exercise allows for applying some of the types of power discussed in the previous paper. In your role groups of Purple Pauns, Maize Pauns, Toles and Overseaers plus the Committee (a new group described below), you may utilize whatever power strategies appear to be appropriate or relevant.

Background

Each year the Committee composed of one Overseaer and two Toles has selected the outstanding Paun for the year. The composition of this committee, decided several years ago by the Toles and Overseaers, was considered a fair way for determining the outstanding Paun since the Toles have the most contact with the Pauns. Generally the Toles and Overseaers provide suggestions of criteria for selection or nomination of Pauns to their particular representatives on the Committee. The award ceremony traditionally takes place six days after the arrival of the Barks, on the evening preceding the Barks' departure for the Outside. The Barks arrived this morning and the Committee is now beginning its deliberation.

Roles

Purple Pauns: This group consists of those who have been nurtured as Purple Pauns.

Maize Pauns: This group consists of those who have been nurtured as Maize Pauns.

Toles: The Toles are the individuals who nurture the Pauns as either Purple or Maize.

Overseaers: The Overseaers live on the island of Nog and represent the Outsiders in all negotiations with the Toles.

The Committee: The Committee meets each year to develop criteria for the selection of the Outstanding Paun and to select the Paun to receive the honor. Historically Maize Pauns have received the honor.

Meeting Places

Each group has its own meeting place. This area is their private area. Entrance of members of other role groups into the meeting area is at the discretion of those whose meeting area it is. In addition, there are open areas for meetings. (These will be designated before the exercise begins.)

Exercise

Planning Period: Each group will have 15 minutes to plan their strategies, their positions on the issues, and identify specific tasks within their group.

Flow of Exercise: Following the 15-minute planning time, the exercise begins with a series of 6-minute days followed by 2-minute evenings. The trainers will keep close track of time and will announce the end of each day, start and finish of each night, and the start of the next day. At the end of each day all groups are to return to their own meeting area unless a group decides to have a marathon meeting with another group. In the event of marathon meetings, each group to be involved in the marathon must agree to continuance; otherwise all members of the groups involved must return to their meeting places.

Newspaper

Nog has a public newspaper which will be staffed by one of the facilitators. Anyone can submit news items to the reporter, which will be posted on the newsprint in the central area so all can see it. The newspaper will not begin operation until after the planning period.

Current Setting

The Committee is about to begin its process for this year's selection of the outstanding Paun. The Purple Pauns have requested a meeting with the Committee.

After the designated meeting places have been specified, each group will begin its planning period.

SELECTION OF OUTSTANDING PAUN EXERCISE

1. Ask participants to read Paper 13, "Selection of Outstanding Paun."

2. When participants have finished reading Paper 13, ask the Overseaers to select one representative and the Toles to select two representatives to become the Committee. Ask the Committee to take their place in the Committee space.

3. Indicate (1) where the meeting places for each role group are located, (2) the location of central meeting areas, (3) the location for the newspaper, and (4) which trainer is the reporter. In addition, name tags or crepe paper arm bands for each group would be helpful in identification of groups.

4. One trainer should keep close watch of the time; indicating the beginning and end of the planning period, the start of each day, the end of each day, beginning of the evening, and end of the evening. Each day lasts six minutes and each night two minutes. It is suggested that the exercise run four days although an additional day might be added depending on what's happening and the time available.

   If two or more groups are meeting at the end of a day, they may choose to have a marathon meeting through the night as long as all groups involved indicate they desire to marathon. Quick decisions are required since an evening only lasts two minutes. They may continue the marathon from evening into the next day at their discretion.

5. The other trainer operates as a reporter. As news items are provided to the reporter, the reporter puts them up on the newsprint (titled: Newspaper). The newsprint should be located in a central area where all can see it. (If desired, the reporter may put up additional items which she/he observes. Use of this more active reporter role depends on the type of debriefing to be used, and whether stimulation of certain issues in the simulation is desired.)

6. When the rounds are completed, ask participants to return to their meeting space and read Paper 14. They may either answer the questions mentally in their heads or jot down their responses. Indicate that when each individual in their group has completed Paper 14 they should begin discussing their responses. Emphasize that they are to be "processing" or analyzing what happened, not restating or reworking the issues.

7. After about 15 minutes in their group, ask each group to select 2 individuals to sit in the fishbowl (circle of chairs in the middle of the room) to discuss the power strategies they used and perceived other groups to be using. Allow one empty chair in the fishbowl to be used as an individual wants to come in and say something and then leave.

   Begin by saying THIS IS THE END OF THIS ROLE PLAY SO IT IS OK TO REVEAL STRATEGIES. Ask for an example of a power strategy around one of the issues (Q3 on P14).

DISCUSSION OF "SELECTION OF PAUN" EXERCISE

The following questions provide a focus for discussion of this exercise. You will have about 15 minutes to work.

1. Begin by relaxing, letting the energy and reactions stimulated by the exercise return to your normal level. Then try to identify the situations that best fit each of the following statements:

   During this exercise

   I was most excited when...

   I was most angry when...

   I was most satisfied when...

   I was most dissatisfied when...

   I liked my behavior when I...

2. Identify one or two of the following types of power your group used or attempted to use or which you saw being used by another group. Describe the situation and what was done in each of the ones you chose.

Type of Power	When and How Used by Group	When and How Used by Another Group (Indicate the Group)
Referent		
Legitimate		
Expert		
Rewards		
Punishment		
Information		
Noncompliance		

2. Cont.

Type of Power	When and How Used by Group	When and How Used by Another Group (Indicate the Group)
Withholding services		
Sabotage		
History and tradition		
Definition of situation		
Creating tradeoffs		
Undermining opposition's base of power		
Creating own base external and internal to the organization		
Public sympathy and pressure		
Alternative structures		
Violence		

3. Another aspect of power involves what issues are focused on and what combination of groups work toward or against certain issues. In the exercise, the focus of the power strategies could be on at least four areas. (See below.) Of these areas which groups chose which issue? Which were not chosen at all? Which ones did your group ignore? Why? Describe how you chose to write on (one of) the issue(s) you did choose.

   a. Selection of the particular individual (attempt to affect which individual is selected, i.e., a Maize or a Purple Paun).

   b. Membership on the committee (expand or contract the committee membership which selects the individuals, e.g., include certain other role groups, exclude certain role groups, change the proposition of Toles to Overseaers on the Committee).

c. Criteria for Selection (focus on the criteria used by the Committee to select the outstanding Paun, e.g., add or subtract certain criteria).

d. Procedures (procedures used by the Committee for selection of the individual, for determination of criteria, for recommendations, for advisory information from certain role groups, etc.).

4. Another aspect of power involves using the decision process around one issue, problem, or task to work on some other conflict issue unrelated to it.

Describe what you saw going on or what your group did to use the Paun selection problem to try to affect decisions about other conflicts in NOG/ What happens to the focal conflict when this happens? What did you gain/lose?

After you and others in your role group have finished these questions, spend approximately 15 minutes quickly sharing your answers. Attempt to assess which types of power were used by your group in response to what kind of events or happenings. Similarly assess what types of power were used by the other groups and in response to what events.

After the role group discussions, select two individuals to sit together in the middle of the room to discuss the types of power your group used and perceived the other groups to be using. The trainers will indicate when the group discussions will begin.

SECOND DAY AFTERNOON SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N5 Agenda	1. Review	
30	2. Self-Interest Basic Concepts (10) Read Paper 15 (5) Fill out E-8 (15) Discussion	Introduce participants to basic concepts of self-interest	P15 Identifying Self-Interests W-7 My Ideas About Self Interest	2. a. Read P15 b. Fill out W-7 c. Discussion as directed in W-7	
10	3. NOG color groups and teams	Form NOG teams and color groups (sextets)	IS6 Formation of NOG Teams	3. Form groups using process in Instructional Supplement 6	
30	4. Read materials on NOG	Briefing for NOG roles	P10 NOG: A Negotiative Exercise H4 Private Briefing for Overseesers H5 Private Briefing for Toles	4. Review P10 and read appropriate briefing papers, H4 and H5. See Instructional Supplement 6.	
30	5. Identification of NOG role self-interests (15) Identify interests using Paper 16 (15) Regroup to share	Apply concepts and identify self-interests of both major role groups in NOG	P16 Identifying NOG self-interests	5. IS6. a. Fill out P16 b. Regroup in color group and share work	
100	6. Orientation to NOG (60) Review of Self-Interests in NOG and relationship to Forms (30) Walk through of negotiation sequence (10) Discussion, arbitration procedure	Orientation and coaching sessions on NOG forms and procedures from each group's perspective	IS7 Directions for Review... H6 Some Basic Themes in NOG Negotiations P17 Sample Case Studies H7A-E Blank NOG Forms H8 Completed Forms for Exercise N6 Negotiations Pattern N7 NOG Schedule for Negotiations P18 Arbitration Procedure	6. Follow IS7 1. Each trainer works with a group 2. a. Review H6, relate to self-interests b. Go over forms in P17 c. Pass out H7B-D. Do sample exercise P17, page 5. d. Go over H7A and H7E 3. Walk through NOG with one issue 4. Discussion, arbitration procedure	
10	7. Where Am I Now		W-8 Where Am I Now	7. Fill out W-8	

AGENDA: SECOND DAY AFTERNOON SESSION

Self Interests (Read P15 and fill out W-7--15 minutes)

Form NOG Teams and color Groups

Briefing for NOG Teams

Identification of NOG Team Self-Interests (P16)

Team Briefings for NOG

Where Am I Now

IDENTIFYING SELF-INTERESTS

A self-interest is a preference for a specific course of action or state of affairs that one views as necessary for one's self at this time, in this place. Self-interests are preferences, often strongly felt preferences, based on our sense of who we are, and related to the roles or subidentities which we "inhabit." As all of us live in a constantly changing environment, we occupy a variety of roles which change in salience from moment to moment, and we grow and develop internally. So, too, do our self-interests change over time and place.

Self-interests are derived from our goals and purposes; aspirations; attitudes and values; beliefs and convictions; our biological and social needs, wants and desires; as these have been learned and expressed through our various roles or subidentities. At any one moment self-interests may consider only the narrow needs of a single person or group and be called "selfish," or they may take into account our interdependence and be called "humanistic." Self-interests in a specific situation, may be focused on the individual with such values as privacy or personal gain, or they may reflect values focused in groups, such as service to others or social justice. At various times they may include needs for love, security, creativity, rest, destruction and separateness. The more important the subidentity is to us (parent, lover, administrator, worker, professional, student) and the more central the needs, values, goals, aspirations or beliefs, the more salient are the related self-interests.

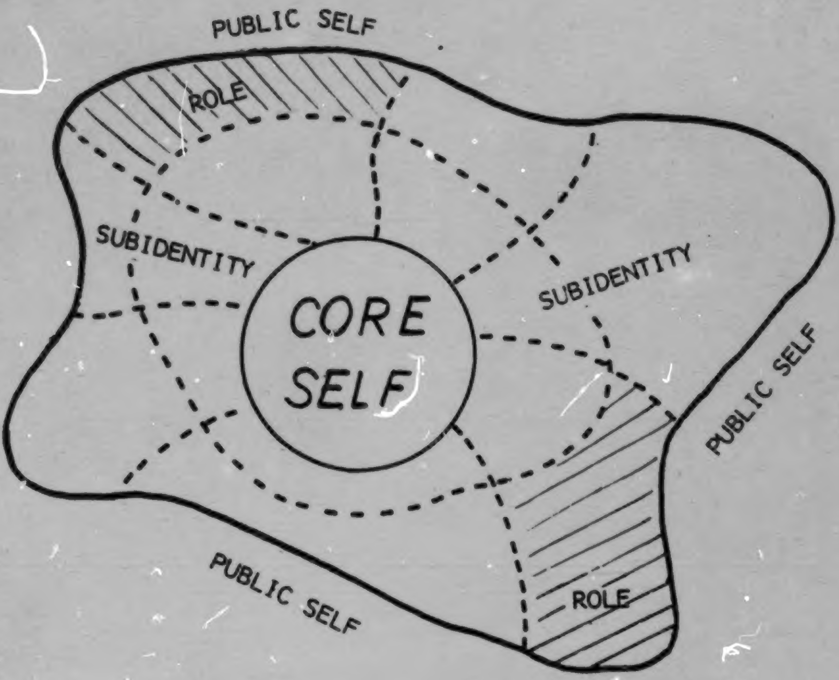
Besides our various subidentities, within the self there is also a center or core, a place of integration, of harmony and possibly of transcendence. Operating from our core self may provide a broader perspective than if we are focused completely in a subidentity. Viewing our various life situations from the perspective of the core SELF may help us to clarify our self-interests.

Self-interests express themselves throughout our lives; and we continually attempt to satisfy them, sometimes unconsciously. Often, however, we find it difficult to recognize and accept some of our self-interests. They may be so much a part of us that we take them for granted, or they appear to have negative connotations about ourselves which we wish to deny or avoid.

But unless we can identify our self-interests, we will not be able to act on them with awareness; nor are we likely to discover satisfactory resolutions to conflicts with those whose self-interests are different.

Because the topic of self-interests represents a critical set of concepts for this workshop, the numerous connotations and assumptions associated with self-interests need to be explored more fully.

Model of the Self



The more central the values, needs, goals, aspirations and beliefs, the more salient the self-interest

FIGURE 1

Some Guidelines for Identifying Self-Interests

1. Expressing self-interests descriptively, concretely and with specificity is essential. To simply say "I'm thirsty" could get you a glass of water, when you are longing for your favorite can of beer. It's an obvious point, but we often fail to clearly communicate what it is we really want, even to ourselves.

2. People make a lot of assumptions which are self-limiting or self-destructive. Here is one to be avoided:

> *"It is wrong, sinful, and improper to be self-concerned."*

Many people in our society condemn those who seek to satisfy their self-interests. Social norms exist which frown upon self-seeking behavior. These norms exist for good reason. Persons can define their self-interests so narrowly that as they are pursued other persons can be dreadfully hurt. Thus, many people have been led to believe, quite sincerely, that self-concern is always harmful.

On the other hand, many people admire the "self-made" individual, one who through his/her own efforts rises to some level of achievement or accomplishment. Obviously, such a person has acted on her/his self-interests along the way.

Self-interests, as we use the term, reflect our self-esteem and self-respect. It is false to say that people have no self-interests or that they are not concerned about themselves. A person with no self-interests or no concern for herself/himself would be considered foolish or stupid--a person whom others can run over and ignore. Thus, self-interests occur regularly in daily life and can be seen as reflecting who we are.

A major learning can be to discover more clearly not only your own self-interests but the self-interests of others, and to accept them as valuable. We encourage you to respect your self-interests and to work for them so that you can move toward your fullest potential. We believe that self-interest is essential for a fully-human life.

3. Another limiting assumption:

> *"My self-interests are defined by what society tells me is best for me."*

For example, much of our society defines as successful those people who make high salaries regardless of the cost to health, peace of mind, or concern for others. You could be a loser if you acted blindly on society's definition of success. A high salary won't necessarily make you successful; it all depends on what you really want for yourself.

Thus, a major learning from this workshop can be to discover that you are successful only when you exert the power necessary to satisfy your self-interests as you define them. Not to discover this can condemn you to giving much time and energy working for power you don't need to attain goals you don't want. Worse yet, someone may be using you unwittingly to further their own self-interests. It happens all the time. To become more fully aware of your self-interests and what is needed to meet them, is a learning opportunity available to you.

4. "I'm only doing this for your own good" is another limiting belief that may blind one to your personal stake in the situation. Not only does this reflect paternalism (I must do it for them since they can't do it for themselves), but it also implies that the person making the statement has no self-interests of her/his own--a parasite on others' self-interests. Many times statements such as these are

really attempts to influence or control the other person, so that their behavior conforms to the message giver's expectations, and therefore meets the needs of the message giver.

5. Being altruistic in this culture often is viewed as very positive and commendable behavior. For purposes of this workshop, we will define altruism as informed self-interest. By altruism we do not mean either self-promoting interests disguised in an attitude of helpfulness toward others, or a denial of self such that one's physical or psychological welfare is needlessly threatened. Informed self-interests, on the other hand, are those which facilitate the welfare of both self and others. For example, social justice benefits not only those against whom injustice is directed, but also can lead to a society which benefits the individual who has the self-interest of social justice.

   Since altruism generally has positive connotations, people often attempt to give the impression of being altruistic: "I am working for the best interest of everyone." Two major assumptions, often false, are reflected here: (1) that everyone's self-interests are identical; and (2) that the person knows (has direct information) about everyone's self-interests and thus can say that they are identical. Equally problematic is the implication of non-selfishness. The relevant question is, "How do the self-interests of the person making the statement relate to his/her conception of everybody's best interests?" With this type of statement, the person is actually disguising his/her self-interests by defining them as "everybody's," and thereby is free to label any who disagree as troublemakers, selfish, rebels or sick.

   A similar statement is, "I am working for the best interests of the organization." The question here becomes, "As defined by whom?" The speaker implies that she/he has the omniscience to decide what is best for "the organization." The different roles, values and perspectives of organization members automatically lead to different views of what is "best." Thus, this statement also attempts to give an impression of altruism, but basically represents a very egocentric view of the situation.

6. Recognizing and coping with conflicting self-interests. Given the complexity of modern life and the multiplicity of roles or subidentities we have each developed, it is not unusual to envision situations where our various self-interests come into conflict. Such internal conflict is common, and leads many of us into fragmented or compartmentalized ways of being. As a result, we subsequently deny, repress, or otherwise avoid acknowledging and dealing with the internal conflicts. A first step to remedy this might be to recognize the conflict. Once identified, there are a variety of approaches available ranging from changing the environment, to changing one's response to the environment, to changing one's inner self.

MY IDEAS ABOUT SELF-INTERESTS

For me, the best thing in this paper...

I'm having trouble understanding or accepting the idea that...

Take a few minutes to think about why you came and what you really want to get from this workshop. Write down one or two of these self-interests as specifically and concretely as you can.

When you have finished, find a partner and take 15 minutes to explore and clarify the specific self-interests you have each chosen to write down. Use the concepts in Paper 15 to do this.

FORMATION OF NOG NEGOTIATING TEAMS AND COLOR GROUPS (Activity 3)

1. Explain that we are now going to form into negotiating teams and color groups which will work together for much of the remainder of the workshop. As much as possible, they will be allowed to choose which role to represent, and who they will team with. However, all groups will have to be about equal in size.

2. To form color groups:

   a. With less than 25 participants

   Form four color groups as follows: Divide total group into two groups, as evenly as possible. One group will be Toles, the other Overseaers. Next divide both groups in half, again as evenly as possible. (Be sure that anyone who has to be absent during any negotiation period will be a member of a trio which means a part of a group of 5 or 6 at this point.)

   Assign one Tole group red, the other yellow. Assign one Overseaer group blue, the other green. Distribute the appropriate color of crepe paper bunting to make arm bands, necklaces, etc., to identify color group.

   b. With 25 to 30 participants

   Form four color groups as follows: Divide total group into two groups, as evenly as possible. One group will be Toles, the other, Overseaers. Within the Toles form two color groups, one of six persons, the remainder (from 6-9) in the other group. Assign yellow to the group of 6, Red to the others. Within the Overseaers, form two color groups, one of six persons, the remainer (from 6-9) in the other group. Assign green to the group of six, blue to the others. (Be sure that anyone who has to be absent during any negotiation period is in the group of six.)

   Distribute the appropriate color crepe paper bunting to make necklaces, arm bands, etc., to identify color group.

   c. With more than 30 participants

   Form six color groups as follows: Divide the total group into two groups as evenly as possible. One group will be Toles, the other, Overseaers. Next, divide each group into thirds, as evenly as possible.

   Assign one Tole group red, one yellow, and one orange. Assign one Overseaer group blue, one green, and one purple. Distribute the appropriate color crepe paper bunting to make arm bands, necklaces, etc., to identify color group.

6. Pass out H4 and H5 to appropriate groups. Have all groups read appropriate briefing materials for their role, Paper 10 and H4 or H5.

7. Identification of NOG role self-interests. Each color group will analyze their own role. Ask each person to complete P16 by themselves.

8. In 15 minutes, reform color groups and share work.

9. At the end of 15 minutes, explain that we are about to start a walk through of the NOG negotiation exercise, the forms, calculations and procedures. Continue with instructions on IS7.

PRIVATE BRIEFING FOR OVERSEAERS

As an Overseaer, you represent the Outside. While you now live on NOG, you expect to return to the Outside eventually and continue your career and life there. As a representative of the Outside, you have two broad objectives; maintaining control of conditions to assure a quality supply of Pauns to the Outside and preserving the management costs. Specifically your goals include:

1. Act for the best interests of the Outsiders
2. Maintain control over the situation for the Outside; especially decisions such as the quotas of Pauns to be nurtured, purchase of Barks, control of management costs, etc.
3. Assure the continuance of management cost at 20 percent or more
4. Reduce the cost of nurturance of Pauns
5. Where possible, support conditions favorable for the nurturance of Pauns, especially the purple variety which you prefer

Barks

The number of Pauns who are sent to NOG from the Outside depends on the available transportation on Barks. At the moment there are only five Barks available, each with a maximum capacity of 100 Pauns, but you can purchase additional Barks. Because of the distances involved, each Bark can make only one trip per season. Also, Barks provide the only communication link to the Outside world. As a result, it takes almost a full season before messages are answered. Additional Barks are expensive and cost $1,500 each. A purchase must come out of funds available during the season the Bark is purchased. (No credit is extended by the Outsiders.)

Funds for NOG

Funds available for activities on NOG are based on a fee of $10 received for each Paun shipped to NOG to be nurtured. Last season you also received a bonus of $2 for each purple Paun nurtured and sent to the Outside.

Increasing Funds Available on NOG

There are four ways you can directly influence funds available for NOG activities. One way to increase the amount of money coming into NOG is to increase the number of Pauns to be nurtured and shipped. This required the purchase of more Barks.

A second way funds are generated in through a bonus of 2 for each purple Paun sent to the Outside. Obviously, the more purple Pauns sent to the Outside, the greater the bonus received.

A third way involves the amount of the fee per Paun that is allocated by the Outsiders for nurturance on NOG. On the last visit of the Barks, you received a message that indicated that in general an increase in fee of about 10 percent could be anticipated if the supply of nurtured Pauns increases to 700 or more per season. Thus, you may be able to increase the money coming in if you can purchase two or more additional Barks.

A fourth way involves hold over of management costs to be discussed below.

However, note that these fees and bonuses are based on taxes levied on the Outsiders by their government, with the approval of two-thirds of the voting Outsiders. For the past two years, government attempts to increase the fees have been soundly rejected by the Outside voters. A government committee is considering resubmitting the tax measure for this year, but passage is considered very doubtful as taxes are already high and Outsiders are not happy to see the costs of nurturance going up.

Maintaining 20 Percent Management Cost Margin

In general, the Outsiders expect you to keep costs down to provide a 20 percent management cost margin. Although the Outsiders will tolerate some deviation, you can expect to be prematurely recalled from the island and assessed personal and professional penalties on the Outside as a result if the management cost drops below 20 percent for a number of seasons. The management cost normally does not accumulate, but goes each season to the Outsiders. These management cost funds help defray the expenses of the Outsiders related to nurturance of Pauns, such as Bark maintenance, recruitment of Pauns, and so forth. Note, however, that although it has never been done, it is possible to hold over some of the management cost funds for use in a following season. The Outsiders have never been too supportive of this option, as withheld funds are not counted in computing the management cost rate.

Costs of Nurturance of Pauns

The cost of nurturance of Pauns is dependent on two major factors, the number of Toles to nurture Pauns and the compensation paid to Toles. Generally, you will want to keep these costs as low as possible. Traditionally Toles have been employed at a cost of $200 per Tole.

Extra tutoring of Pauns will produce greater nurturing, but also costs resources. A tutoring program for purple Pauns (regardless of number of Pauns involved) costs $350. A tutoring program for maize Pauns (regardless of number of Pauns involved) costs $250. (The program employs mostly volunteers to actually tutor. Costs cover materials, necessary facilities, administration, etc.)

Control of Quotas of Pauns to be Nurtured and Returned to the Outside

The Overseaers are agents for the Outside world, sent to NOG to assure an adequate source of the valued nurtured Pauns. Though they have become established and accepted residents of NOG, they are nevertheless members of the Outside world and expect to return there to complete their careers. Traditionally, the Overseaers have set the number of each type of Paun that is to be nurtured on NOG (quotas). At the beginning of each season you will receive information from the Outside on the number of Pauns to be nurtured. Traditionally you announce the number of each type Paun to be nurtured prior to the meeting with the Toles representatives to determine other issues.

It is clear to you that maintaining control of the quotas is extremely important for four reasons.

1. First, represent the Outside world. Maintaining conditions for favorable relations with the Outside world is important to your own personal future. Insuring a steady flow of funds to NOG and maintaining conditions of successful nurturance and tranquility on the island at the same time you meet Outside expectations will be to your advantage when you complete your assignment here and return to the Outside.
2. It allows you to more closely anticipate your expected income to nurture Pauns
3. It may be an important source of power in negotiations with the TsO
4. You can assure that a majority of Pauns are nurtured as purple, a preference you share with the Outsiders

Nurturance of Pauns

Pauns represent a very unique and cherished resource to the citizens of NOG. Everyone believes that all Pauns are entitled to opportunities to be nourished to achieve their full potential. As a relative newcomer to the island, you've noticed the deep attachments formed between Pauns and the Toles. You have been on the island long enough to begin to appreciate Toles ways, especially their deep attachment to maize Pauns which show unique qualities of intuition, artistry and creativity.

Personally, you like the purple Pauns better. Although the nurturance of purple Pauns is a somewhat recent development, they are preferred on the Outside too. As a result of this preference, more purple Pauns have been nurtured over the seasons and by now about 75 percent of the nurtured Pauns living on the Outside are purple. Purple Pauns, after a season of successful nurturance, return to the Outside as competent, skilled, assertive, and reliable beings. Last season the Outsiders provided a bonus for each purple Paun nurtured. Pauns are nurtured in groups called PODS. Toles claim that nurturing purple Pauns is more difficult than nurturing the maize, and required smaller sized PODS for the purple to get good results.

You have heard that a reputable University on the Outside has completed a study, somewhat controversial in nature, on the nurturance of Pauns. You have asked for a copy and anticipate a response when the Barks return prior to next season.

One other factor that affects the Pauns is the nature of food they eat. The Outsiders developed two new seeds which their studies indicate enhance the growth of Pauns. These seeds, Maz and Pel, when planted on NOG produce tiny herbs. The herbs, if eaten immediately after harvest aid in the nurturance of Pauns. Our studies indicate that Maz is particularly helpful in developing the unique qualities of the maize Pauns, while Pel, is less potent and seems to help only the purple Pauns.

One caution. Maz and Pel cannot be grown anywhere on the island during the same growing season as the herbs from the cross-pollinated plants, while identical in appearance, are extremely poisonous. Further tests are being conducted on the Outside.

Failure to Nurture Pauns

Failure to nurture any Paun is a grave moral offense and punishable by law. Pauns are mythical beings comparable, some Outsiders say, to "immature" humans. The laws of NOG require that every Paun on the island be nourished during its first season in residence. The penalty for one found guilty of violating this law may be as severe as banishment from the island.

The Equal Opportunity Act (EOA)

You have just learned that the Outsiders have passed a law which goes into effect next season, called the EOA. It requires that each Paun, regardless of type, must be given equal opportunities. This includes the rights to equal nurturance, the right to return to the Outside after being nurtured, and basically equal treatment in other areas. However, the EOA did not take a clear stand on whether there ought to be equal numbers of maize and purple Pauns, or on whether an equal number of Pauns should be nurtured as maize or purple. In response to a political effort under maize Paun leadership, the EOA specifically guarantees equal opportunity to both types.

The Outsiders expect you to obey the law. There are penalties involved. By next season they will issue guidelines for you to follow. In the interim, you are to see that decisions made do not conflict with the law as best you understand it.

Communication with the Outside

All communication with the Outside is conducted on official communication forms in your possession only. The Outsiders will not recognize other types of communication. All communications between NOG and the Outside is transacted via Bark.

Communication with the Toles Organization (TsO)

All communication with the Toles Organization is conducted on official communication forms in the possession of the Toles representatives only. The Toles Organization will not recognize any communication except those coming from their representatives on these official forms.

Failure to Reach Agreement

If at the end of the negotiations period, you have not reached agreement with the TsO, four options are possible.

Option A	Declare an impasse.
Option B	Allow the current agreement to extend for another season, exactly as is. Just fill out the agreement form that way.
Option C	Walk out or strike. For the first 10 minutes the fee for Pauns will drop 2 percent per minute, and the Toles will forfeit some portion of their compensation.
Option D	Continue to negotiate. You will be allowed a period of 10 minutes. For every minute elapsed, the fee from the Pauns will drop 2 percent and the Toles will forfeit a portion of their salary. Thus, if you use up the full 10 minutes the fee will drop 20 percent.

With both C and D, if no decision is reached after the 10 minutes have passed, the situation is declared an IMPASSE and automatically arbitrated. Usually this will mean reverting to the previous agreement, with the possibility of some change in compensation if the economic situation warrants. Arbitrations will be handled by the trainers.

Role of Game Administrators (Trainers)

1. Scorekeepers: Based on the results of each negotiation, the administrators will check the worksheets on each group. Results will be shared with each party. After each round, the trainers will fill out a NOG SUMMARY FORM for the next negotiation. They will attempt to handle any other scorekeeping chores as fairly as possible, will attempt to answer any questions related to scorekeeping as clearly and factually as possible.

2. Communicators for Outside World: Only the Overseaers may use this channel. In the role of "outsiders" the trainers will respond to the results of each round from the perspective of the self-interests and goals which the Overseaers, as representatives of the Outsiders are expected to work for in the negotiations. As "outsiders" the trainers will be conservative and status quo oriented.

3. Communicators for the Toles Organization: Only the Toles representatives may use this channel. In the role of the "Toles Organization" the trainers will respond to the results of each round from the perspective of the self-interest and goals of the Toles Organization which the Toles representatives are expected to work for in the negotiations. As the "Toles Organization" the trainers will push for decisions benefiting the Toles.

4. Arbitrators: If negotiations break down, the trainers will fill this role. As arbitrators, they will fill this role. As arbitrators, they will uaually accept any partial agreement reached, They shall attempt to be as status quo orientatio as possible consistent with the learning goals.

Independence of Negotiation Units

For the duration of this exercise, consider yourselves the only "representatives" of the Toles or Overseaers on your island of NOG. Although there may be up to six negotiations being conducted simultaneously, each is independent and self-contained. Interchanges of resources are out of bounds.

SUMMARY OF NOG

For CVS

BARKS

The number of Pauns available to be nurtured depends on the available Barks.

Barks transport Pauns to and from Outside. They make only one round-trip per season. Each Bark carries 100 Pauns.

Barks cost $1500. Are purchased from the Outside by the Overseaers. They cannot be bought on credit, installments, etc.

ECONOMICS

Funds to nurture Pauns, purchase Barks, come from the Outside. A basic fee is provided for each Paun sent, a bonus may be received for each purple Paun nurtured and sent back to the Outside.

Shipments of over 700 Pauns will increase the fee by 10 percent.

Overseaers are expected to maintain a management cost rate each season, after expenses, of 20 percent of gross funds. This management cost goes to the Outsiders each Season.

Overseaers, may withhold a portion of the management cost to be used in a subsequent Season.

PAUN NURTURANCE

Pauns can be raised as either maize or purple. The Overseaers decide the quotas of maizes and purple to be nurtured.

Maize Pauns are preferred by Toles and other NOG residents because of their unique qualities and they form strong attachments to them.

Maize Pauns are intuitive, artistic and creative. They are easier for Toles to nurture.

Purple Pauns are skilled and competent, assertive and responsible. They are more difficult for Toles to nurture.

Purple Pauns are preferred by Overseaers and Outsiders. They also form warm relationships to Toles

Toles are essential to nurture Pauns.

The number of Toles employed on NOG is mutually decided by Toles and Overseaears.

Traditionally purple Pauns are nurtured in Pods of 24 Pauns by one Tole.

Traditionally maize Pauns are nurtured in Pods of 32 Pauns by one Tole.

Toles decide which Toles will work with maize Pods, which will work with purple Pods.

All Puans must be nurtured.

A research study has been conducted to determine the optimum Pod size for purple and maize.

Maz is an herb that helps nurture maize Pauns.

Pel is an herb that helps nurture purple Pauns.

Both Maz and Pel cannot be raised in the same season. Cross fertilization produces a poison for Pauns.

Special tutoring complements and enhances the quality of nurturance available. It costs a blanket fee of $350 for all purple, and $250 for all maize; and is mutually negotiable.

Toles receive compensation for raising Pauns. By tradition this rate has been $200. The rate is mutually negotiable.

EOA

Outsiders have passed a law called the Equal Opportunity Act (EOA). Each Paun, regardless of type, must be given an equal opportunity. This includes rights to nurturance to remain on NOG or return to the Outside, etc.

The EOA is not clear on equal right to be one type or other of Paun. It does not specifically insist, nor does it deny, that there ought to be equal numbers of maize and purple Pauns nurtured.

The Outsiders expect Overseaears to enforce the EOA, and have issued guidelines and penalties for violations.

COMMUNICATION/OUTSIDE

All communication to the Outside goes on Barks, on official forms provided to Overseaears.

All communication to the Toles Organization must be on official forms provided to the Tole representatives.

PRIVATE BRIEFING FOR TOLES

As representatives of the Toles Organization (TsO), you have two broad objectives, quality nurturance of Pauns and adequate compensation and working conditions for Toles. Specifically, your goals include:

1. Act in the best interests of the Toles and Pauns where possible
2. Increase compensation to Toles for their nurturance
3. Increase the number of Toles to nurture Pauns to more optimum conditions
4. Support conditions favorable to the nurturance of Pauns, especially the maize variety which you prefer
5. Attempt to influence the quotas of each variety of Pauns nurtured and returned to the Outside

Barks

The number of Pauns shipped to NOG depends on the number of Barks available, currently five. Barks are vehicles of communication and conveyance. Pauns reach the Outside only on Barks. Messages to and from the Outside also must be conveyed on Barks. Barks make only one trip to the Outside each season, leaving after the negotiations are concluded and Pauns nurtured, and returning prior to the negotiations for the next season. Each Bark can accommodate a maximum of 100 Pauns.

Funds for NOG

Funds available for activities on NOG are based on a fee of $10 received for each Paun shipped to NOG to be nurtured. Last season you also received a bonus of $2 for each purple Paun nurtured and sent to the Outside.

Note that these fees and bonuses are based on Taxes levied on the Outsiders by their government with the approval of two-thirds of the voting Outsiders. For the past two years government attempts to increase the fees have been soundly rejected by the Outside voters. A government committee is considering resubmitting the tax measure for this year, but passage is considered very doubtful as taxes are already high and Outsiders are not happy to see the costs of nurturance going up.

Compensation for Toles

Toles have averaged about $200 per season in mythical NOG as compensation for their services. Everyone agrees that their services are essential. Recently, however, the costs of living have increased and compensation has not. The Toles feel that a 10 percent increase is now justified. The cost of living increase compared to 5 seasons ago has been over 20 percent. Last season alone the cost of living rose 8 percent. In general, the Toles expect you to increase salaries to keep pace with the level of cost of living increases. If this does not occur each season (with some deviation, if justifiable), you can expect that the Toles Organization might replace you (your team) with others.

Note that the money allocated to Toles for compensation cannot be used by the TsO for other purposes. This money belongs to individual Toles for their individual disposition.

Number of Toles to Nurture Pauns

The total number of Toles used to nurture Pauns is jointly decided by you and the Overseaers. However, by tradition the Toles themselves decide how many of the total number will work with maize and how many with purple Paun.

You have heard that a recent study conducted at a reputable university on the Outside suggested that the optimum number of Toles to nurture Pauns was far higher than currently believed. You tend not to pay too much attention to the Outside world, but this matter of POD size has implications for you. It is possible that the Overseaers might have more information, or possibly the results of the study itself.

Nurturance of Pauns

Toles are essential to nurture Pauns. While there are always enough Toles available to do the nurturance, skilled Toles develop only over time with experience. Thus each season there are only a few additional skilled Toles available to be used.

Pauns represent a very unique and cherished resource to the citizens of NOG. Everyone believes that all Pauns are entitled to opportunities to be nourished to achieve their full potential. However, some groups feel differently about the two types of Pauns.

The purple Pauns, although more are now commonly raised, are somewhat newer to the island, and are not as highly regarded as the more ancient maize Pauns. The purple Pauns are more difficult to nurture, and one Tole must work with a smaller pod in comparison with the maize. After a season of successful nurturance, purple Pauns are ready to return to the Outside as competent and skilled, assertive and reliable beings. However, Toles do not usually find them as challenging and interesting to nurture as they do the maize.

The maize Pauns are deeply loved and form deep attachments to the residents of NOG, especially to Toles. Their unique qualities, (intuitive, artistic, creative) which require great skill and attention to develop, are highly valued on NOG. Yet, because of the natural ability and temperament of the Toles, they find it easier to nurture maize Pauns in larger Pods. At the end of each nurturance season a festival is held in honor of those Pauns which are especially gifted. Usually the most gifted are maize.

It appears that the high opinion of the maize Pauns held by the Toles and other NOG residents is not shared by others on the Outside. For some reason the purple Pauns are more highly valued, and the Overseaers appear to be partial to them as well.

Extra tutoring of Pauns will also produce greater nurturance, but also costs resources. A tutoring program for purple Pauns (regardless of number of Pauns involved) costs $350. A tutoring program for maize Pauns (regardless of number of Pauns involved) costs $250. (The Program employs mostly volunteers to actually tutor. Costs cover materials, necessary facilities, administrative, etc.)

One other factor that affects the Pauns is the nature of the food they eat. The Outsiders developed two new seeds which their studies indicate enhance the growth of Pauns. These seeds Maz and Pel, when planted on NOG produce tiny herbs. The herbs, only if eaten immediately after harvest aid in the nurturance of Pauns. Our studies indicate that Maz is particularly helpful in developing the unique qualities of the maize Pauns, while Pel, is less potent and seems to help only the purple Pauns.

One caution. Maz and Pel cannot be grown anywhere on the island during the same growing season as the herbs from the cross-pollinated plants, while identical in appearance are extremely poisonous. Further tests are being conducted on the Outside.

Quotas of Pauns to be Nurtured

The Overseaers are agents for the Outside world, sent to NOG to assure an adequate source of the valued Pauns. While they have become established and accepted residents of NOG, they are nevertheless outsiders and expect to return to the Outside to complete their careers. Traditionally, the Overseaers have set the numbers of each type of Paun that is nurtured on NOG (quotas). The Overseaers traditionally announce the quotas of maize and purple Pauns to be nurtured prior to the beginning of the season. The proportion of maize and purple varies, but overall in recent years, more purple have been nurtured. On the Outside approximately 75 percent of the nurtured Pauns alive today are purple, the rest maize.

The Toles Organization recently has tried to influence the Overseaers to give more Pauns the opportunity to be nurtured as maize, but so far it has not been successful.

Failure to Nurture Pauns

Failure to nurture any Paun is a grave moral offense and punishable by law. Pauns are mythical beings comparable, some Outsiders say, to "immature" humans. The laws of NOG require that every Paun on the island be nourished during its first season in residence. The penalty for one found guilty of violating this law may be as severe as banishment from the island.

The Equal Opportunity Act (EOA)

You have just learned that the Outsiders have passed a law which goes into effect next season, called the EOA. It requires that each Paun, regardless of type, must be given equal opportunities. This includes the rights to equal nurturance, the right to return to the Outside, and basically equal treatment in other areas. However, the EOA did not take a clear stand on whether there ought to be equal numbers of maize and purple Pauns, or on whether an equal number of Pauns should be nurtured as maize or purple. In response to a political effort under maize Paun leadership, the EOA only specifically guarantees equal opportunity to both types.

You are expected, by the Outsiders, to comply with the law, but this is NOG and you have your own thoughts. Next season the Overseaers will receive guidelines that they are to follow.

Communication with the Outside

All communication with the Outside is conducted on official communication forms in the Overseaer's possession. The Outsiders will not recognize other types of communication. All communications between NOG and the Outside is transacted via Bark.

Communication with the Toles Organization

All communication with the Toles Organization is conducted on official communication forms in your possession. Your organization expects you to keep them informed of your strategies and to explain deviations from the position they have taken with regard to compensation, employment of Toles, and in the nurturance of Pauns. You will receive their responses to the decisions you make in the form of written communication at the start of each negotiation round.

Failure to Reach Agreement

If at the end of the negotiations period, you have not reached agreement with the Overseaers, four options are possible.

Option A	Declare an Impasse.
Option B	Allow the current agreement to extend for another season, exactly as is. Just fill out the agreement form that way.
Option C	Walk out or strike. For the first 10 minutes the fee for Pauns will drop somewhat, and the Toles will forfeit per minute elapsed 1 percent of their salary up to 10 percent for the full 10 minutes.
Option D	Continue to negotiate. You will be allowed a period of 10 minutes. For every minute elapsed, the fee from the Pauns will drop somewhat and the Toles will lose.

1 percent of their salary. Thus, if you use up the full 10 minutes to attempt to reach an agreement, the Toles will forfeit 10 percent of their salary for that season.

With both C and D, if no decision is reached after 10 minutes have passed, the situation is declared an IMPASSE and automatically arbitrated. Usually this will mean reverting to the previous agreement, with the possibility to some change in compensation if the economic situation warrants. Arbitrations will be handled by the trainers.

Role of Game Administrators (Trainers)

1. Scorekeepers: Based on the results of each negotiation, the administrators will check the worksheets on each group. Results will be shared with each party. After each round, the trainers will fill out a NOG DATA SHEET for the next negotiation. They will attempt to handle any other scorekeeping chores as fairly as possible, will attempt to answer any questions related to scorekeeping as clearly and factually as possible.

2. Communicators for Outside World: Only the Overseaers may use this channel. In the role of "Outsiders" the trainers will respond to the results of each round from the perspective of the self-interests and goals which the Overseaers, as representatives of the Outsiders are expected to work for in the negotiations. As "Outsiders" the trainers will be conservative and status quo oriented.

3. Communicators for the Toles Organization: Only the Toles representatives may use this channel. In the role of the "Toles Organization" the trainers will respond to the results of each round from the perspective of the self-interests and goals of the Toles Organization which the Toles representatives are expected to work for in the negotiations. As the "Toles Organization" the trainers will push for decisions benefiting the Toles.

4. Arbitrators: If negotiations break down, the trainers will fill this role. As arbitrators, they will usually accept any partial agreements reached, and revert to the previous agreement or custom as a basis for others. They shall attempt to be as status quo oriented as possible consistent with the learning goals.

Independence of Negotiation Units

For the duration of this exercise, consider yourselves the only "representatives" of the Toles or Overseaers on your island of NOG. Although there may be up to six negotiations being conducted simultaneously, each is independent and self-contained. Interchanges of resources are out of bounds.

SUMMARY OF NOG

For TsO

BARKS

The number of Pauns available to be nurtured depends on the available Barks.

Barks transport Pauns to and from Outside. They make only one round-trip per season. Each Bark carries 100 Pauns.

ECONOMICS

Funds to nurture Pauns, purchase Barks, come from the Outside. A basic fee is provided for each Paun sent, a bonus may be received for each purple Paun nurtured and sent back to the Outside.

Outsiders, whom the Overseaers represent, expect them to maintain a management cost rate each season, after expenses, of 20 percent of gross funds. This management cost goes to the Outsiders each season.

The Toles Organization, whom the Toles represent, expect them to increase employment, compensation and nurturance.

PAUN NURTURANCE

Pauns can be raised as either maize or purple. The Overseaers decide the quotas of maize and purple to be nurtured.

Maize Pauns are preferred by Toles and other NOG residents because of their unique qualities and they form strong attachments to them.

Maize pauns are intuitive, artistic and creative. They are easier for Toles to nurture.

Purple Pauns are skilled and competent, assertive and responsible. They are more difficult for Toles to nurture.

Purple Pauns are preferred by Overseaers and Outsiders. They also form warm relationships to Toles.

Toles are essential to nurture Pauns.

Skilled Toles take time to develop. They are scarce, but a few additional skilled Toles are available on NOG each year.

The number of Toles employed on NOG is mutually decided by Toles and Overseaers.

Traditionally purple Pauns are nurtured in Pods of 24 Pauns by one Tole.

Traditionally maize Pauns are nurtured in Pods of 32 Pauns by one Tole.

Toles decide which Toles will work with maize Pods, which will work with purple Pods.

All Pauns must be nurtured.

A research study has been conducted to determine the optimum Pod size for purple and maize.

Maz is an herb that helps nurture maize Pauns.

Pel is an herb that helps nurture purple Pauns.

Both Maz and Pel cannot be raised simultaneously. Cross-fertilization produces a poison for Pauns.

Special tutoring complements and enhances the quality of nurturance available. It costs a blanket fee of $350 for all purple, and $250 for all maize; and is mutually negotiable.

Toles receive compensation for raising Pauns. By tradition this rate has been $200. The rate is mutually negotiable.

Compensation should stay at least equal to cost-of-living increases.

EOA

Outsiders have passed a law called the Equal Opportunity Act (EOA). Each Paun, regardless of type, must be given an equal opportunity. This includes rights to nurturance, to remain on NOG or return to the Outside, and so on.

The EOA is not clear on equal rights to be one type or other of Paun. It does not specifically insist, nor does it deny, that there ought to be equal numbers of maize and purple Pauns nurtured.

COMMUNICATION

All communication to Outside goes on Barks, on official forms provided to Overseaers.

All communication to the Toles Organization must be on official forms provided to the Tole representatives.

IDENTIFYING NOG SELF-INTERESTS FORM

Consider the role you are working on and the information you have about its constraints, needs and issues:

1. What are the major goals of this group as you understand them to be?

2. What would someone acting with strength and power on these goals be doing and feeling?

3. Read over the following list and select one or two "value positions" which most affect your perspective in dealing with conflicts such as those in NOG.

____Status quo--what is, is known, tested, it works
____Strong leadership--clear lines of authority; personal accountability
____Control against potential abuses
____Innovation--experimenting and supporting new ideas
____Professionalism--responsibility to ethics or codes of own group, know more than lay groups
____Involvement--community control, lessening hierarchy, decisions made by those affected; participation
____Paternalism--taking care of and protecting the younger, weaker, disadvantaged from harm
____Rationalism--logic and reason provide best solutions
____Harmony--keep things smooth, calm, unruffled, unjarred
____Materialism--acquisition and possession of the best materials, equipment, programs, pride in having or offering advantages
____Diversity--supporting multiple sets or outcomes, pluralism
____Individualization--respect for and development of the uniqueness of the individual
____Self-actualization; personal growth--focus on the complete development of each person's potential
____Efficiency--a tight ship, frugal use of resources and persons; cost-effective
____Respect for authority (law and order)--obedience to legitimately constituted authority
____Due process-focus on fair and equitable processes for the redress of grievances
____Social justice and equity--fair, humane and affirmative treatment and opportunity for all persons
____Other____
____Other____

Describe how the value positions you selected influence the positions you would take, the goals you would work for, the compromises you can't make on one of the issues for the role you are working on.

4. What are the major (three or four) self-interests of this role as you see them now?

DIRECTIONS FOR REVIEW OF FORMS AND COACHING SESSION FOR NOG

1. Each trainer will work with one of the role groups at different ends of the room. Allow groups to relocate if necessary.

(60 min) 2. The purpose of this period is to familiarize participants with the procedures and forms to be used in the NOG simulation and to relate these to the self-interests and values built into each of the roles of Tole and Overseaer.

   a. Begin with a review of the self-interests of the role. Handout 6 provides one way of organizing some of these. Spend some time relating the appropriate OVs and TsO position on each of the items in all columns to the self-interests they have described and identified. Get them to describe what they want to happen, but TRY TO AVOID GETTING LOCKED INTO ONE COURSE OF ACTION, ONE ALTERNATIVE, ONE BEST WAY. Within the basic framework of the exercise legitimize alternative ways of thinking about, and approaching the situation. However, discourage attempts to avoid or get around the built-in conflicts. The purpose of this workshop is to learn and experiment with ways of dealing with conflict. Relate questions or misinformation back to basic information provided in the briefings. Relate discussion to analogies in the real world--the power being able to understand and manipulate budgets; the community as "outsiders" in school issues, etc.

   b. When they've "got" the idea, and you have covered Handout 6, go on to Paper 17. Go through each case step by step, relating the numbers to the themes and self-interests of their own role group. After each one let them take over more of the interpretive work, locating information, describing what happened, etc.

   c. Next ask participants to fill out forms using the sample information on page 5 of Paper 17. Pass out Handouts 7B-7D. Have them fill the forms out for their role group. Reinforce who fills out which forms, etc. Pass out Handout 8 to check their work. Answer questions.

   d. Pass out Handout 7A. Explain that this is a form they will receive at the start of each round. The messages to each group, written by the trainers, will be different, reflecting the different needs, values and self-interests of Toles or Overseaers. Emphasize that the messages are designed to be responsive to what is happening in each negotiations and to simulate the "real world" of intergroup conflict.

      Pass out Handout 7E. This is a worksheet available in quantity to help during planning periods and negotiation sessions. Handout 7E is never turned in to the trainers. The back of Handout 7B has the "official" worksheet which covers the results of negotiations in any round.

(30 min) 3. Walk through a round of NOG. Review Newsprints 6 and 7. Explain that each color group will further divide itself into negotiating teams of two or three persons. If there are 25-30 participants, some color groups (red and blue) will form into three teams. Be sure that any person who will not be present for portions of the negotiations (there may be someone who could not change a committee) is a member of a trio.

Chose one issue. Take 8 minutes to PLAN. Allow two 8-minute NEGOTIATION periods with a one-minute break. Five minutes to fill out FORMS.

(10 min) 4. Discussion of NOG walk through. Get reports of what happened from teams. Answer questions, review process. Go over arbitration procedure (Paper 18).

Handout 6
Page 1 of 1

SOME BASIC THEMES IN NOG NEGOTIATIONS

Below we have listed four basic themes in NOG: Compensation and Working Conditions of Toles, Control of Critical Decisions, Costs and Nurturance. Each role group has self-interests related to all four themes, but those self-interests differ. Under each theme we have listed some of the major components of NOG as they relate to these four themes. The trainers will discuss this with you further.

Compensation and Working Conditions	Control	Costs	Nurturance
Barks	Negotiated Jointly	Bark	EOA
	Compensation		
Compensation	Herbs: Maz-Pel	Compensation	Herbs: Maz-Pel
	Number of Toles		
Number of Toles Employed	Tutor Pauns	Management Cost	Pod Size
	OVs Control		Quota
Pod Size	Bark Purchase	Number of Toles	
	Holdover		Tutoring
Quotas	Quota		
	Message to Outside	Quotas	
		Tutoring	
	TsO Control		
	Tole Distribution		
	Messages to Toles		
	Both TsO and OVs Affect		
	Pod Size		
	Management Cost		

SAMPLE CASE STUDIES

Introduction

On the following pages we have provided three case studies to familiarize you with the NOG form calculations and some idea of the options available to you. The trainers will work with you to interpret them.

125

Handout 7B
Page 1 of 2

Round Y

Penalty Time ______

Groups: TsO ORANGE

OVs BLUE

NEGOTIATIONS AGREEMENT FORM

We hereby agree to the following:

a) The number of Toles to nurture Pauns 20

(List any additional conditions.)

b) The compensation rate for Toles shall be $ 200

(List any additional conditions.)

c) We agree to conduct a tutoring program for:

[circle appropriate item(s)]

[✓ Maize Pauns $ 250] [✓ Purple Pauns $ 330]

d) Herb to be used in food for Paun journey to Outside

Maz ______

Pel X

e) Other agreements

Signed by TsO ______

OVs ______

126

Handout 7B
Page 2 of 2

NOG DATA SHEET

Groups: TsO ORANGE

OVs BLUE

Current Round: Y

Previous Round

Purple Pauns Shipped Previous Season 375

Leave Column Blank

Penalty ___ Min.

Current Round

Bonus for Purple Pauns Shipped 375 x2 750

Total Barks 5 at Start of Round

X 100

Number of Pauns 500 X 10 (Fee) Incoming Funds + 5000 F ______

Gross Income 5750

Last Season's Hold Over + —

Working Funds 5750

Number of Toles Used 20 X Compensation 200 = Tole Costs 4000 F ______

Number of New Barks ______ X Bark Cost +

Tutors (circle) [✓ 250 M] + [✓ 330 F] Tutor Costs + 600

Total Costs - 4600

Working Funds - Total Costs = Net 1150

Holdover - —

(Management Costs Sent Outside) Balance 1150

Overhead Ratio: Bal. ÷ Gross Income .20

Quotas 125 M 375 F

Signed by ______
OVs

Handout 7C

OVs COMMUNICATION FORM

Groups: TsO ORANGE
OVs BLUE
Current Round Y

Type of Decision*

	TsO	TsO With OVs Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
From this round we made the following decisions:					
1. Quotas of Fauns to the Outside shall be: Maize 125 Purple 375	1	2	3	[✓ 4]	5
2. We will purchase — Barks @ $1,500	1	2	3	[✓ 4]	5
3. We will Hold Over from the Net —	1	2	3	4	[✓ 5]

4. Message to Outside:

Handout 7D

TsO COMMUNICATION FORM

Groups: TsO ORANGE
OVs BLUE
Current Round Y

Type of Decision*

	TsO	TsO With OVS Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
1. The number of Teles working with: Maize 4 Purple 16	1	[✓ 2]	3	4	5

2. Message to the Teles Organization:

---

*OVs = OVs control and make decision with or without TsO input.
OVs With TsO Influence = OVs control and make decision with influence from TsO.
Negotiated or Joint = Decision is jointly made or negotiated. Both control.
TsO With OVs Influence = TsO control and make decision with influence from OVs.
TsO = TsO control and make decision with or without OVs input.

(To be filled out by Trainers prior to each session.)

Handout 7A

NOG SUMMARY FORM

Summary of Round Y for use in Round Z
Groups: TsO ORANGE
OVs BLUE

At beginning of Round Y, Bonus for Purple Fauns Received 375 X2 750
Number of Barks 5 at Beginning of Round
X 100
Number of Fauns 500 X 10 (Fee) Incoming Funds + 5000
Gross Income 5750
Last Season's Hold Over + —
Working Funds 5750

Number of Teles Used 20 X Compensation 200 = Tele Costs 4000
Number of New Barks ____ X 1,500 Bark Cost + ☐
Tutors (circle) [✓ 250 M] + [✓ 50 P] Tutor Costs + 600
Total Costs - 4600
Working Funds - Total Costs = Net 1150
Holdover - —
(Management Cost Sent Outside) Balance 1150
Barks Available 5 Management Cost Ratio: Bal. ÷ Gross Income .20
Quotas 125 M 375 P Set By: OVs
Teles Distributed 4 M 16 P Set By: TsO
Pod Size 32 M 24 P Other Control Changes:
Barks: Mae [✓ Pal]
Cost of Living: 10% Past Round 8% Current Round
Message from: Outsiders Teles Organization

LEAVE COLUMN BLANK
Agreement: [✓ Y] N I A
Penalty 1 Min.
—
P —
—
—
—
P —
—
—
—
—
—
—
—

Case I: Orange/Blue

Paper 17
Page 2 of 5

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Handout 7B
Page 1 of 2

Round Z   Penalty Time 10

Groups: TeO RED

OVe GREEN

NEGOTIATIONS AGREEMENT FORM

We hereby agree to the following:

a) The number of Teles to nurture Fauns 20

(List any additional conditions.)

b) The compensation rate for Teles shall be $ 210

(List any additional conditions.)

c) We agree to conduct a tutoring program for:

[circle appropriate item(s)]

Maize Fauns @ 250   [✓ Purple Fauns @ 350]

d) Herb to be used in food for Faun journey to Outside

Maz X

Pel ______

e) Other agreements

Signed by TeO

OVe

130

Handout 7B
Page 2 of 2

NOC DATA SHEET

Groups: TeO RED

OVe GREEN

Current Round: Z

Previous Round

Purple Fauns Shipped Previous Season [375]

Current Round

Bonus for Purple Fauns Shipped 750

Total Barks [5] at Start of Round

X 100

Number of Fauns 500 X 10 (Fee)

Incoming Funds + 5000

Gross Income 5750

Last Season's Hold Over + [—]

Working Funds 5750

Number of Teles Used [20] X Compensation [210] = Tele Costs 4200

Number of New Barks ______ X   Bark Cost + [ ]

Tutors (circle) 250 M + [✓ 350 P] Tutor Costs + [350]

Total Costs = 4550

Working Funds − Total Costs = Net 1200

Holdover − [600]

(Management Costs Sent Outside) Balance 600

Overhead Ratio: Bal. ÷ Gross Income 0.10

Quotas [125] M [375] P

Signed by
OVe

Leave Column Blank
Penalty 10 Min.

750

? 4000

4750

—

4750

? 3780

—

350

4130

620

600

20

.004

Handout 7C

OVs COMMUNICATION FORM

Groups: TsO RED

OVs GREEN

Current Round 2

Type of Decision*

	TsO	TsO With OVs Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
From this round we made the following decisions:					
1. Quotas of Fauns to the Outside shall be: Maize 125 Purple 375	1	2	3	[✓ 4]	5
2. We will purchase ____ Barks @ $1,500	1	2	[✓ 3]	4	5
2. We will Hold Over from the Net 600	1	2	3	[✓ 4]	5

4. Message to Outside:

Handout 7D

TsO COMMUNICATION FORM

Groups: TsO RED

OVs GREEN

Current Round 2

Type of Decision*

	TsO	TsO With OVS Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
1. The number of Toles working with: Maize 5 Purple 15	1	2	[✓ 3]	4	5

I. Message to the Toles Organization:

---

*OVs = OVs control and make decision with or without TsO input.
OVs With Tso Influence = OVs control and make decision with influence from TsO.
Negotiated or Joint = Decision is jointly made or negotiated. Both control.
TsO With OVs Influence = TsO control and make decision with influence from OVs.
TsO = TsO control and make decision with or without OVs input.

(To be filled out by Trainers prior to each session.)

Handout 7A

[illegible] SUMMARY FORM

Summary of Round 2 for use in Round AA

Groups: TsO RED

OVs GREEN

At beginning of Round 2; Bonus for Purple Fauns Received 375 X2 750

Number of Barks 5 at Beginning of Round

X 100

Number of Fauns 500 X 10 (Fee) Incoming Funds = ~~5000~~ → $ 4000

Gross Income 4750

Last Season's Hold Over + —

Working Funds 4750

189

Number of Toles Used 20 X Compensation 210 = Tole Costs 4200 → $ 3770

Number of New Barks ____ X 1,500 Bark Cost =

Tuners (circle) 230 M + [✓ 330 P] Tuner Costs = 350

Total Costs - 4130

Working Funds — Total Costs = Net 620

Holdover - 600

(Management Cost Sent Outside) Balance 20

Barks Available 5 Management Cost Ratio: Bal. ÷ Gross Income .004

Quotas 125 M 375 P Set By: OVS

Toles Distributed 5 M 15 P Set By: Joint

Pod Size 25 M 25 P Other Control Changes:

Barks: [✓ Mas] Pal

Cost of Living: 103 Past Round 55 Current Round

Message From: Outsiders Toles Organization

LEAVE COLUMN BLANK

Agreement [illegible] A

Penalty 10 Min.

Case II: Red/Green

Paper 17
Page 3 of 5

Handout 7B
Page 1 of 2

Round Y   Penalty Time 5

Groups: TsO YELLOW
OVs PURPLE

NEGOTIATIONS AGREEMENT FORM

We hereby agree to the following:

a) The number of Toles to nurture Pauns 25

(List any additional conditions.)

b) The compensation rate for Toles shall be $200 Arbitrated

(List any additional conditions.)

c) We agree to conduct a tutoring program for:

[circle appropriate item(s)]

Maize Pauns @ 250	Purple Pauns @ 350

d) Herb to be used in food for Paun journey to Outside

Maz X

Pel X

e) Other agreements

Signed by TsO

OVs

Handout 7B
Page 2 of 2

MOG DATA SHEET

Groups: TsO YELLOW
OVs PURPLE
Current Round: Y

Previous Round

Purple Pauns Shipped Previous Season 375

			Leave Column Blank Penalty 5 Min.
Current Round — Bonus for Purple Pauns Shipped	750		750
Total Barks 6 at Start of Round			
Number of Pauns 600 x 10 (Fee) (x 100) — Incoming Funds +	6000		P 5400
Gross Income	6750		6150
Last Season's Held Over +	—		—
Working Funds		6750	6750
Number of Toles Used 20 x Compensation 200 = Tole Costs	5000		P 4750
Number of New Barks 1 x Bark Cost +	1500		—
Tutors (circle) 250 M + 350 P Tutor Costs +			—
Total Costs		- 6500	4750
Working Funds — Total Costs = Net		250	1400
Holdover		- 250	250
(Management Costs Sent Outside) Balance		0	1150
Overhead Ratio: Bal. ÷ Gross Income		0	.187

Quotas 50 M 550 P

Signed by ____________
OVs

Handout 7C

OVs COMMUNICATION FORM

Groups: TsO YELLOW
OVs PURPLE
Current Round Y

Type of Decision*

	TsO	TsO With OVs Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
From this round we made the following decisions:					
1. Quotas of Pawns to the Outside shall be: Maize 50 Purple 550	1	2	3	4	[✓ 5]
2. We will purchase 1 Barks @ $1,300	1	2	3	[✓ 4]	5
2. We will Hold Over from the Net 250	1	2	[✓ 3]	4	5

4. Message to Outside:

Handout 7D

TsO COMMUNICATION FORM

Groups: TsO YELLOW
OVs PURPLE
Current Round Y

Type of Decision*

	TsO	TsO With OVS Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
1. The number of Toles working with: Maize 5 Purple 17	1	[✓ 2]	3	4	5

2. Message to the Toles Organization:

---

*OVs = OVs control and make decision with or without TsO input.
OVs With TsO Influence = OVs control and make decision with influence from TsO.
Negotiated or Joint = Decision is jointly made or negotiated. Both control.
TsO With OVs Influence = TsO control and make decision with influence from OVs.
TsO = TsO control and make decision with or without OVs input.

(To be filled out by Trainers prior to each session.)

Handout 7A

MBO SUMMARY FORM

Summary of Round Y for use in Round Z
Groups: TsO YELLOW
OVs PURPLE

LEAVE COLUMN BLANK
Agreement Y [✓ N]
Penalty 5 Min.

At beginning of Round Y, Bonus for Purple Pawns Received 375 x 750
Number of Barks 6 at Beginning of Round
X 100
Number of Pawns 600 X 10 (Fee)
Incoming Funds = ~~6000~~ | 5400
Gross Income 6950
Last Season's Hold Over + –
Working Funds 6950

Number of Toles Used [25] X Compensation [~~200~~] 190 = Tole Costs ~~5000~~ | 4750
Number of New Barks 0 X 1,300 Bark Cost = [ ] Ins. funds
Tutors (circle) 150 M + 150 P Tutor Costs = [ ]
Total Costs = 4750
Working Funds – Total Costs = Net 1400
Holdover = [250]
(Management Cost Sent Outside) Balance 1150
Barks Available [6] Management Cost Ratio: Bal. ÷ Gross Income .197

Quotas [50] M [550] P Set By: OVS
Toles Distributed 3 M 22 P Set By: TSO
Pod Size 17 M 25 P Other Control Changes:
Herbs: [✓ [illegible]] [✓ Pol]
Cost of Living: 102 Past Round [102] Current Round

Message from: [✓ Outsiders] Toles Organization

No bonus this round (Z). Pawns shipped extremely ill and hospitalized apparently due to poison of mixed herbs. We believe you are not complying with OEA ruling on Quotas, perhaps also on pod size.

Message from: Outsiders [✓ Toles Organization]

Still no compensation increase! How come we got to nurture so few maize pawns? Who are you working for?

Case III: Yellow/Purple

SAMPLE EXERCISE (To be explained by trainers.)

Round 2
Quotas Round 1 400 P 100 M
Barks = 6
Holdover of $600

Agreement: 22 Toles hired
220 Compensation
Tutor Maize
Herbs Pel

Overseaers Decide: Quotas 450 P 150 M
1 Bark
Holdover $100

Toles Decide: 5 toles to Maize, 17 to Purple

(To be filled out by Trainers prior to each session.) Handout 7A

NOG SUMMARY FORM

Summary of Round ____ for use in Round ____

Groups: TsO ______

OVs ______

At beginning of Round ______: Bonus for Purple Pauns Received ______ X2 ______

Number of Barks ______ at Beginning of Round

X 100

Number of Pauns ______ X 10 (Fee) Incoming Funds + ______

Gross Income ______

Last Season's Hold Over + ______

Working Funds ______

Number of Toles Used ☐ X Compensation ☐ = Tole Costs ______

Number of New Barks ______ X 1,500 Bark Cost + ☐

Tutors (circle) 250 M + 350 P Tutor Costs + ☐

Total Costs - ______

Working Funds — Total Costs = Net ______

Holdover - ☐

(Management Cost Sent Outside) Balance ______

Barks Available ☐ Management Cost Ratio: Bal. + Gross Income ______

Quotas ☐ M ☐ P Set By:

Toles Distributed ______ M ______ P Set By:

Pod Size ______ M ______ P Other Control Changes:

Herbs: Mas Pel

Cost of Living: ____ Past Round ☐ Current Round

Message from: Outsiders Toles Organization

LEAVE COLUMN BLANK

Agreement Y N S A

Penalty ____ Min.

______

P ______

______

______

______

P ______

______

______

______

______

______

______

______

Round _____ Penalty Time ____________

Groups: TsO_____

OVs_____

NEGOTIATIONS AGREEMENT FORM

We hereby agree to the following:

a) The number of Toles to nurture Pauns ________

(List any additional conditions.)

b) The compensation rate for Toles shall be $________

(List any additional conditions.)

c) We agree to conduct a tutoring program for:

[circle appropriate item(s)]

Maize Pauns @ 250	Purple Pauns @ 350

d) Herb to be used in food for Paun journey to Outside

Maz _______

Pel _______

e) Other agreements

Signed by TsO___________________

OVs___________________

Handout 7B
Page 2 of 2

NOG DATA SHEET

Groups: TsO _____

OVs _____

Current Round: _____

Previous Round

Purple Pauns Shipped Previous Season ☐

X2

Current Round Bonus for Purple Pauns Shipped _____

Total Barks ☐ at Start of Round

X 100

Number of Pauns _____ X 10 (Fee) Incoming Funds + _____

Gross Income _____

Last Season's Hold Over + ☐

Working Funds _____

Number of Toles Used ☐ X Compensation ☐ = Tole Costs _____

Number of New Barks _____ X Bark Cost + ☐

Tutors (circle) 250 M + 350 P Tutor Costs + ☐

Total Costs - _____

Working Funds — Total Costs = Net _____

Holdover - ☐

(Management Costs Sent Outside) Balance _____

Overhead Ratio: Bal. ÷ Gross Income _____

Quotas ☐ M ☐ P

Leave Column Blank
Penalty ___ Min.
_____
P _____
_____
_____
P _____
_____
_____
_____
_____
_____
_____
_____

Signed by ______________________
OVs

Handout 7C

OVs COMMUNICATION FORM

Groups: TsO ______

OVs ______

Current Round ______

	Type of Decision*				
	TsO	TsO With OVs Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
From this round we made the following decisions:					
1. Quotas of Pauns to the Outside shall be: Maize ______ Purple ______	1	2	3	4	5
2. We will purchase ______ Barks @ $1,500	1	2	3	4	5
2. We will Hold Over from the Net ______	1	2	3	4	5

4. Message to Outside:

---

*OVs = OVs control and make decision with or without TsO input.
OVs With TsO Influence = OVs control and make decision with influence from TsO.
Negotiated or Joint = Decision is jointly made or negotiated. Both control.
TsO With OVs Influence = TsO control and make decision with influence from OVs.
TsO = TsO control and make decision with or without OVs input.

Handout 7D

TsO COMMUNICATION FORM

Groups: TsO ______

OVs ______

Current Round ______

Type of Decision*

	TsO	TsO With OVS Inf.	Negotiated or Joint	OVs With TsO Inf.	OVs
1. The number of Toles working with:	1	2	3	4	5

Maize ______

Purple ______

2. Message to the Toles Organization:

---

*OVs = OVs control and make decision with or without TsO input.
OVs With Tso Influence = OVs control and make decision with influence from TsO.
Negotiated or Joint = Decision is jointly made or negotiated. Both control.
TsO With OVs Influence = TsO control and make decision with influence from OVs.
TsO = TsO control and make decision with or without OVs input.

Handout 7E

NOG WORKSHEET

Current Round: ____

Previous Round

Purple Pauns Shipped Previous Season ____

- -

X2

Current Round Bonus for Purple Pauns Shipped ____

Total Barks ____ at Start of Round

X 100

Number of Pauns ____ X 10 (Fee) Incoming Funds + ____

Gross Income ____

Last Season's Hold Over + ____

Working Funds ____

Number of Toles Used ____ X Compensation ____ = Tole Costs ____

Number of New Barks ____ X Bark Cost + ____

Tutors (circle) 250 M + 350 P Tutor Costs + ____

Total Costs - ____

Working Funds — Total Costs = Net ____

Holdover - ____

(Management Costs Sent Outside) Balance ____

Overhead Ratio: Bal. + Gross Income ____

Quotas ____ M ____ P

ARBITRATION RESULTS FORM

Groups: TsO ______

OVs ______

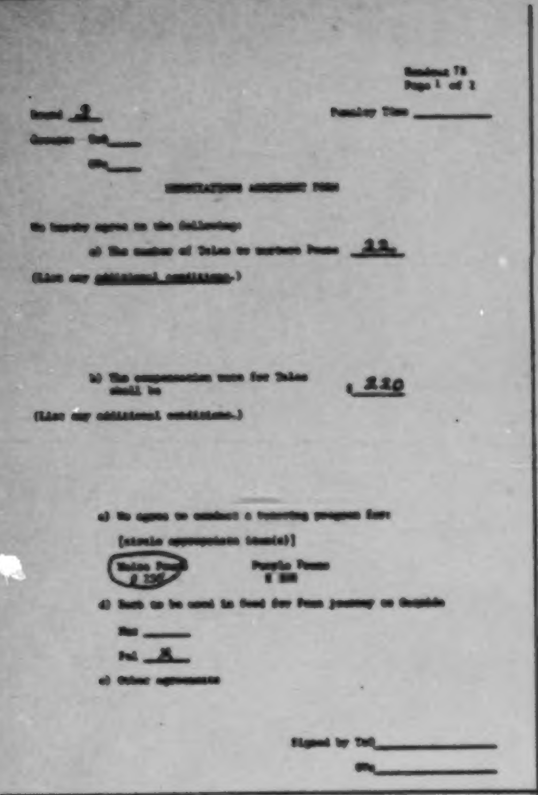
Round: ______

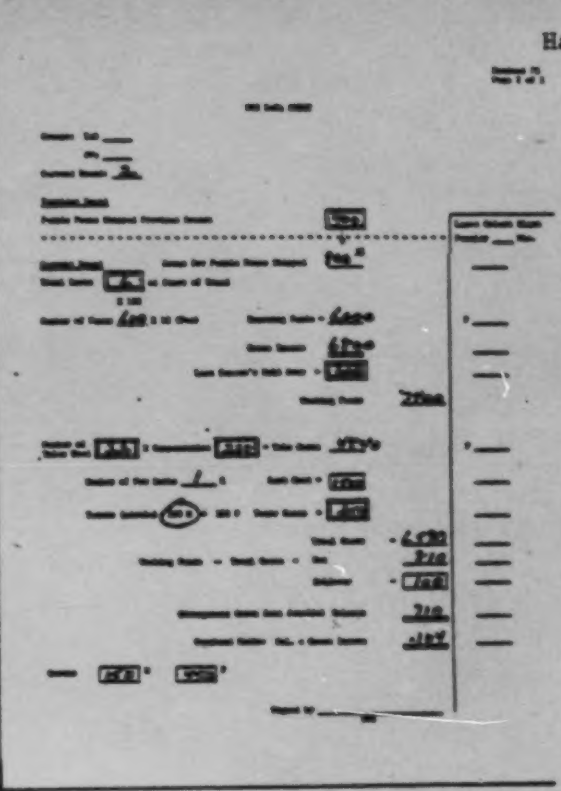
Issues in which both parties were substantial agreement:

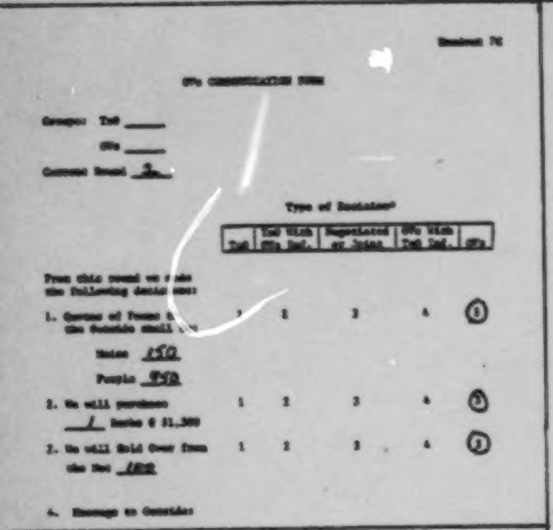
Issues in dispute were:

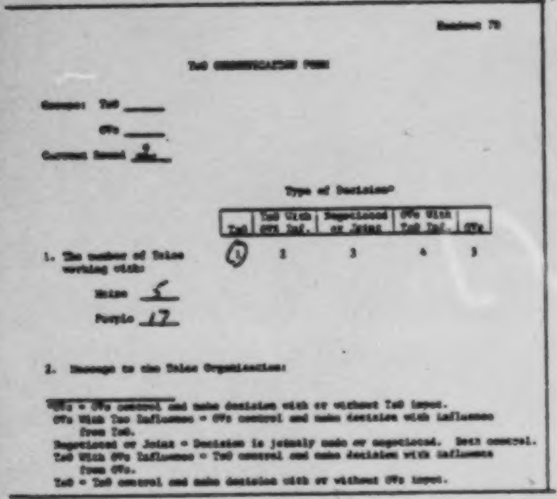
Arbitrator's decision(s) and rationale:

Handout 8

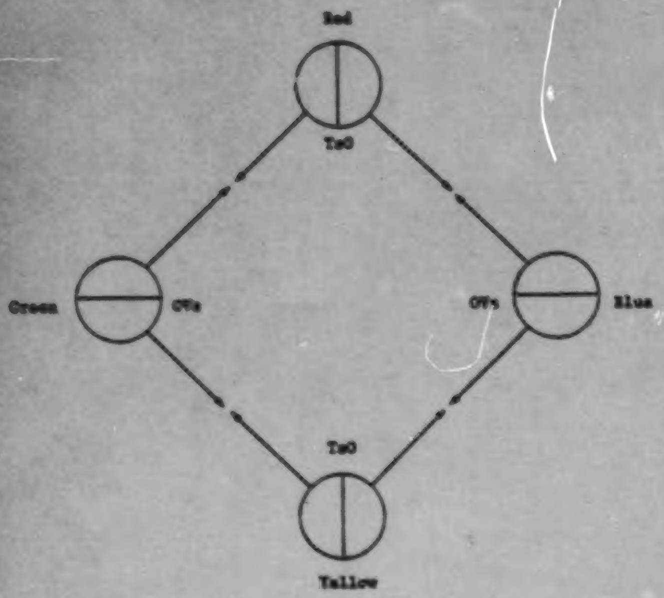




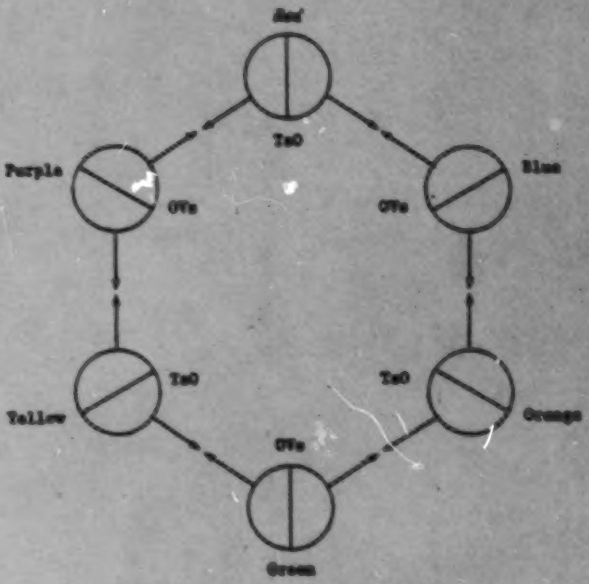




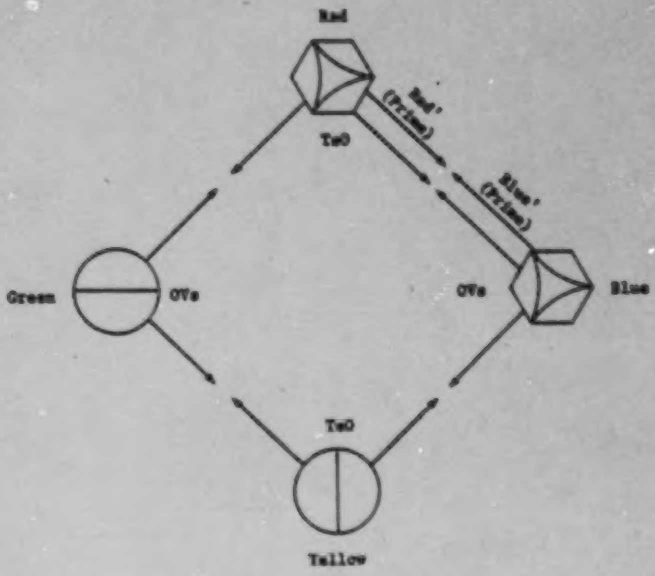
NEGOTIATION PATTERN FOR NOG ROUNDS (use the appropriate pattern)


Red
T&O
Green
OVs
OVs
Blue
T&O
Yellow

A. For Under 25 Participants


Red
T&O
Purple
OVs
OVs
Blue
T&O
Yellow
T&O
Orange
OVs
Green

C. For 31 or more


Red
Red'
(Prime)
T&O
Blue'
(Prime)
Green
OVs
OVs
Blue
T&O
Yellow

B. For 25-30 Participants

N7

NOG SCHEDULE FOR NEGOTIATIONS

		Walk Through
40	Plan Period	8
40	Negotiations I	8
10	Break	1
40	Negotiations II	8
10	Agreement Forms	5
(10-20)	Arbitration	

Paper 18
Page 1 of 1

ARBITRATION PROCEDURE

1. Each team has 5 minutes to prepare their position. This position should indicate the areas of agreement with the other side, and areas of disagreement including final offer or current position.
2. Each team will have three minutes to present its position to the arbitrator.
3. Only the arbitrator may ask questions or comment to the team.
4. Following the presentations, each team will have one minute to add or clarify their position or rebut issues raised by the other side.
5. Order of presentation: A coin will be flipped. The group winning the coin toss can decide whether it presents first or second.

   The order of rebuttals is the reverse of the order of presentation

Summary:

5 minutes - each side prepares its position

3 minutes - for each presentation

1 minute - for each rebuttal

WHERE AM I NOW

Of all the day's experiences, I go the most out of...

It was hardest for me to...

I was surprised...

What I found out about myself that stands out for me right now...

When you have finisehd, find a partner to share your writing and feelings about the day's events with.

THIRD DAY MORNING SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N8	1. Review agenda	
140	2. NOG Round 1 (40) Planning (40) Negotiation (10) Break (40) Negotiation and completing forms, (10) Arbitration, if needed	Practice NPS process, apply concepts in action	P19 Planning Guide, Round 1 H7A-E NOG Forms	2. a. Refer to N6 to remind them who negotiates with whom and restate ground rules & procedures (time allowed, break, use of caucus, etc.). b. Tell them to use P19 in planning. c. Hand out H7A-E with H7A filled in. d. Give time schedule, N7. e. Keep time. f. Do arbitration as needed.	
20	3. Review Round 1 Questions	Individual review of events and process	W-9 Round 1 Review Questions Part I/Part II	3. Have participants couple W-9 (3 pages).	
50	4. Diagnosing conflict (15) Read Paper 20 (10) Diagnosing conflict activity Paper 21	Diagnose power, resources, policies and procedures, and meaning in conflict situations	P20 Diagnosing Conflict P21 Diagnosing Conflict Activity	4. Read Paper 20 and complete Paper 21. When finished, share and continue diagnostic work in your team as directed on Paper 21.	

AGENDA: THIRD DAY MORNING SESSION

140	Nog Round 1	P19	
20	Review Questions	W-9	
50	Diagnosing Conflict	P20 P21	(approximately 25 minutes)

ROUND I PLANNING GUIDE

During the next 40 minutes you have an opportunity to prepare for the coming negotiations. If you feel a little overwhelmed by the complexity of your task, it may help to realize that you needn't behave as an expert negotiator the first time. Use this round to test the waters and familiarize yourself with the issues.

We have outlined some activities to help you use the work you have already done in the negotiation round. Try them out and see if they help you get your positions and strategies clear.

1. Make a quick list of the major issues you want to deal with this round and summarize your position on each issue.

2. Take a blank NOG worksheet (Handout 7E, yellow). Using your list, what would the figures on here look like if you got everything you wanted. Don't worry about the other side right now. Just put it down the way you'd like it to come out to meet your own self-interests only.

3. Now go back to your list of issues. What are your opponents--the other team--most likely to want? Take another blank NOG worksheet (Handout 7E) and fill out the figures the way you think the other team would most want them to come out like.

4. Take a look at the differences in the two forms. Where do you have control right now to get what you want? Where do they have control? Where are you going to have to get them to make concessions? What concessions are you willing to make? How will those concessions affect your side in the long run?

5. Given your present understanding of NOG, what's going on in NOG? At what point would you go to arbitration, settle for the status quo, or see a strike rather than agree to something less than satisfactory?

ROUND 1 REVIEW QUESTIONS

Part I

The rules and the parameters of the NOG simulation are the source of some of the conditions you have to cope with in your negotiations. Here, as anywhere else, there are at least four ways to think about conditions that are essentially out of your control. Stated in the extreme, these limits (whether here in this workshop or in the classroom, organization, etc.) can be seen as:

a.) Arbitrary unreasonable infringements on personal action

b.) Rules and expectations accepted as "right"

c.) Obstacles to your goals that can be ignored, subverted, neutralized

d.) Constraints to experiement within and learn from

Try to describe your behavior and feelings during this round in terms of some combination of these four perspectives.

Round 1

Part II

This section is intended to provide questions which will help you organize and sort out the experiences and begin to build connections between the events, your reactions, and the workshop concepts.

First: Choose the decision that was most difficult to reach or that you failed to reach, leaving it at the status quo or going to arbitration.

a. What did your team want?

b. What did the other team want?

c. What made it difficult to reach a settlement both sides could live with for this round?

d. How did the attitudes and feelings you and the others had about the simulation limits help or hinder your getting to a satisfactory settlement?

2. In your opinion, are both the teams working toward one best solution for all?

___ Yes; what is it and how will it (or would it) meet both team's self-interests? What won't it satisfy?
___ No; what are the key conflicting self-interests or values that indicate there are a number of different satisfying "solutions" possible.

3. What indications do you have that the other team is trying to take care of your interests for you? How are you trying to take care of theirs for them? Why is this happening (or not happening) and how does it feel to you?

4. How were your resources used in your team to get the job done? What would you like to see done differently next round to use more of each member's resources?

5. Forgetting about the substantive issues for a moment, what did you dislike most about the negotiating process? What are you willing to do to feel more satisfied next time?

When you have finished, take a few minutes to share your answers with your team.

DIAGNOSING CONFLICT

Earlier we spent time becoming more aware of our own attitudes, feelings and styles associated with conflict. Understanding what we bring to situations which involve conflict is one part of being able to diagnose conflict, since what we bring affects and screens what we perceive. Equally relevant is understanding various elements affecting the context in which the conflict occurs. This paper presents concepts that facilitate diagnosing and understanding conflict as a general phenomenon in organizations and groups.

Organizational Context

In any organization regardless of size, four elements describe the system: power, resources, policies and practices, and meaning. While these four can contribute to conflict or represent what the conflict surrounds, they also serve as the organizing concepts for analyzing a conflict situation. In other words, they provide the context in which conflict plays out.

Power. In the previous paper on power, we defined power as "the ability to accomplish individual and/or group goals within an organizational context over time." Usually this translates into the decision making structure or the authority structure in an organization, where certain roles are assigned or encompass the authority to make certain decisions.

Two distinctions are important with this definition of power. The first is the distinction between power and influence which was discussed previously. As a reminder, influence or personal power involves convincing another of your position or point of view and generally occurs within a one-to-one context; whereas power or organizational power is tied to the organizational context generally in the form of roles and is not dependent on the particular individual who wields the powers.

Second, the style of using power is different from having power. An administrator may have "selection of new teachers" as one of her/his role responsibilities, thus the person occupying this role has the power to decide which teachers are hired. The fact that the person seeks advice from others, does not share information about the process, acts in an authoritarian way, or selects only a certain type of teacher does not change the fact that this role has the power to make the decision, but only represents different styles of using the power.

In terms of diagnosing conflict, power often serves as the backdrop or fabric on which conflicts play out--it represents the boundaries or limits within which the conflict occurs. At other times, power or particular boundaries or limits, represent what the conflict is about.

The following questions provide a handle for assessing power in a particular situation.

Who has the power to formulate/acquire/obtain, distribute/allocate/disseminate, and enforce/manage/control:

1. The policies and procedures which individuals are expected to follow
2. The financial resources of the organization
3. The responsibilities and authority attached to different roles in the organization
4. The outputs of the organization (services, goods, etc.)
5. The physical resources (land, buildings, equipment, materials, supplies)
6. The people who make up the organization (recruiting, hiring, evaluating, promoting, firing)
7. Any other facets which are distributed differentially in the organization

Resources. Resources represent the material goods like equipment, and money or valued aspects like status that can be distributed among people. The issue of "who distributes" represents power, the "what is distributed" represents resources. Generally, certain resources are housed within certain roles or role groups. For example, different administrative roles have different budgets with thich to accomplish their tasks. Or teachers have a certain professional status attached to being a teacher.

Conflicts often occur around questions of "how much" of a particular resource is allocated to which role or role group. This is particularly true when a scarcity of that resource occurs. Recently, many conflicts are arising over how much money is allocated in a tight budget to meet whose needs.

Various resources which may be distributed within an organization are listed below. The questions which often underlies this list is "Who receives these resources?" and "How much do they receive?"

1. Positions of power, or responsibility
2. Rewards of the system (salary, promotion, training, special benefits)
3. Punishments of the system (disciplinary actions, termination, docked time)

4. Money, time or space

5. Outputs of the organization (services, goods, etc.)

6. Material resources (supplies, equipment, materials, buildings)

Policies and Practices. Institutional policies and practices are the mechanisms that structure and regulate how tasks get performed. Policies often represent the written procedures, bylaws or policy manuals, while practices are the informal and usually unwritten "rules" which individuals are expected to follow. Some of these policies and practices apply to everyone in the organization while others may apply only to certain roles or role groups. Whereas the underlying question in power is "who has" and in resources "what is," the underlying question in policies and practices is "HOW are the tasks structured and regulated?"

Many conflicts in organizations resolve around the way things are done. Examples of conflicts in areas involving policies and practices are: the criteria for selection and evaluation of teachers or administrators, majority vote or consensus decision making in a meeting, how discipline gets applied, how power is used, how resources are allocated, and so forth. Of particular importance for this workshop are the policies and practices which govern or affect "how conflicts are resolved." There may be grievance procedures, and as well informal practices, about certain conflicts being handled on a one-to-one basis, others to be ignored or denied, and others to be taken to a particular group in the organization. Thus, policies and practices not only affect "what the conflict is about" but often "what is the appropriate means for resolving it?"

As a summary, some areas which represent policy and practice issues are listed below.

1. Criteria for selection, evaluation, promotion or termination (i.e., membership in the organization)

2. Selection of textbooks

3. How resources are allocated

4. Educational divisions among students (tracking, special education)

5. How decisions are made

6. How is dissent handled

7. How power is used or organized

8. How conflict is handled

Meaning. By meaning, we refer to the set of values, meanings, purposes or assumptions pervading the culture of the organization that people draw on to make sense out of their experience. The underlying question is "Why?" and this question is informed by the values, purposes, or meaning of the action or situation in the organization.

Some of these values and operating assumptions are taken for granted (unquestioned) or operate almost in a subconscious way while others are chosen and intentional. For example, the assumption that education is "good" is generally taken for granted whereas different values inform what goes into making education good or bad, thus leading to different positions on what a particular school should do. Or, there may be a shared assumption in the organization about the appropriate way to discuss a conflict such as "only in a logical and unemotional way." When an individual raises her/his voice, the assumption prescribes the meaning attached to the individual--usually a label that has negative connotations in the system.

Often it is the culture of the organization that informs many of the conflicts that this workshop addresses. Differences in the meaning and purposes affect and interpret each of the other areas discussed--power, resources, policies and practices. These differences not only affect the content of the conflict, but often the style and behavior for dealing with it as well.

Diagnosing Conflict

In diagnosing any conflict situation, it is important to account for the organizational context in terms of: who has the power, what resources are involved that affect the conflict, what policies and practices affect the conflict, and what are the values, meanings and assumptions which define what the conflict is about? While the conflict may focus on any one or more of the elements, such "whether teachers or administrators should hire new teachers," the diagnosis still needs to account for each of the elements.

As an example of how diagnosing conflict facilitates the selection of the appropriate approach to conflict--collaborative, negotiative and win-lose, we will use a situation which might have happened in your Nog neogitations. The Toles want to increase the number of Toles hired from 20 to 22 and raise the compensation to $220, whereas the Overseaers want to keep the compensation and toles hired at a similar level to that of the preceding round ($203 for 20 Toles) so that they can increase their holdover. The conflict surround the number of Toles to be hired and the level of their compensation.

Power is the first element to diagnose in this example. This involves the question of "who"?. The power of both groups, the Overseaers and Toles, needs to be analyzed. While the Overseaers control (decide) the amount of holdover for each round, holdover is related to other factors such as the amount of compensation paid for the number of Toles hired and the amount of funds available. Similarly, the Toles control how the Toles hired are distributed to maize or purple pauns, but the number which can be distributed is not decided by them alone. In terms of the conflict around compensation and number of Toles neither the Overseaers nor the Toles have control. They both must agree on the decision. Or stated another way, each side can prevent the other side from achieving its goals since neither group can attain its goals unilaterally.

Other forms of power available in this conflict depend on the dynamics of the situation. For example, the Toles may threaten a strike (withholding services) unless they get the increases they desire, or they may indicate that they will favor the Maize pauns completely in the distribution unless the increases are what they desire (possibly setting the stage for creating a tradeoff if the Toles are willing to relinquish some of their control over distribution, or if they are willing to give up some of the control the threat could represent punishment).

Similarly, the Overseaers might provide or withhold "information" on the EOA as a basis for keeping the number of Toles low or they might attempt to "define the situation" such that the self-interests of the Overseaers are seen as helpful to the Toles in the long run ("unless we have a big holdover now, then you will not get any increases in the future because there won't be enough funds"). Each of these strategies by the Toles or the Overseaers attempts to secure more power for one's own side.

In diagnosing the resources which each group has access to, the implied question of "what"? needs to be answered. Each group has some resources of power if they choose to use them. In addition, the Overseaers control a portion of the funds available by determining the quotas of purple pauns. This extra or additional money serves as a resource the Overseaers can use to affect the conflict over compensation. The Toles have the resource of "determining the output of the system" i.e., raising the pauns, which they can use to favor one type of paun over the other.

Policies and practices involve the underlying question of "how are the tasks regulated and structured"? In this conflict, policies and practices includes the procedures by which the decision on compensation and number of Toles hired gets made. Some of these procedures are built into the simulation--the decision must be agreed on by both parties, the time allowed for making the decision is limited, arbitration is used in circumstances where agreement has not been reached. Other policies and procedures arise from the parties themselves: the criteria considered legitimate for determining compensation and the number of Toles to be hired; the amount of politeness and "being nice" used in discussion of the differences; the tolerance for conflict and differences in positions; which members of each side really determine when agreement is reached, which side or members of a side do the calculations and which doing the "talking or discussing"; and to what extent previous agreements are considered as the framework for the current decision. Each of these policies and procedures set certain boundaries for the process of the decision and the conflict itself.

The meaning of the conflict involves the values, assumptions and meanings affected by the situation. For the Toles increased compensation may involve financial security, decent livelihood, or retribution for previous unfair wages given the rise in cost of living. Hiring more Toles may signify the value of nurturance of the Pauns, being good supportive Toles with the Pauns, allowing for smaller pod size, or decreasing unemployment of their own--the Toles. Similarly, disagreements by the Overseaers on these issues may lead to categorizations of the Overseaers as money hungry, concerned only with quantity not quality, and slave-drivers.

For the Overseaers decreased compensation may represent controlling costs, managing in an efficient and sound manner, availability of funds for future purchase of a bark, or avoiding welfare systems; while keeping the number of Toles hired at a minimum may signify values of frugality, keeping the Toles productive and working, facilitating fiscal responsibility and maintenance of a sound system. Disagreements by the Toles on these conflicts may demonstrate to the Overseaers that the Toles are money hungry, exploiting the Pauns for their own benefit, irresponsible regarding finances, or unrealistic about the resources of the Outside.

With this diagnosis of the four elements, one can begin to interpret the diagnosis as to which of the three approaches might be appropriate or relevant to use. Table 3 in Paper 7, "Three Approaches to Conflict," will be used for this discussion.

Basis of Conflict

While both the Overseaers and Toles have different positions on the conflict, it is certainly true that more information will not solve the differences. The basis of the conflict over compensation and number of Toles hired is not due to misunderstanding--each knows the position of the other, thus attempts at collaboration will not resolve the conflict. While the orientation of one side being right and the other being wrong may be appealing to some in this situation, it is not the basis of the conflict. Both sides can win something and thus it is not really a win-lose situation.

The differences in this conflict involve legitimate but diverse self-interests, needs or values. The Toles have clear self-interests toward increasing their compensation and the number of toles hired while the Overseaers self-interests argue for decreasing compensation and keeping the number of Toles hired at a minimum. These differences in position based on clear differences in the self-interests of the Toles and of the Overseaers indicate that the basis of the conflict represents a negotiative approach.

Nature of Outcomes

A compensation rate and an exact number of Toles hired must be specified at the end of negotiations (or arbitration). The issue for Nature of Outcomes is whether this rate can represent a "best way," only one winner, or a pluralistic outcome where each side benefits some. A collaborative approach would indicate that a creative joint outcome is possible which would be best for both the Toles and Overseaers. While some individuals may like to view their position as "best for everyone," the nature of this conflict indicates that no creative best solution will meet the self-interests of both sides equally--one cannot have a $203 and $220 compensation at the same time, nor can 20 and 22 Toles be hired at the same time. Thus collaboration is not possible with this conflict.

A win-lose solution is possible, but only if one side agrees to give up their self-interests entirely or if one side essentially switches to the other's self-interests intentionally or unintentially. Since it is very unlikely that compensation and number of Toles hired would reduce to zero, this conflict does not represent an either/or solution (either we have compensation or we don't).

Again this conflict lends itself to a negotiative approach since the solution or outcome will most likely meet some interests of the Toles and some of the Overseaers. It is pluralistic to the extent that agreement will range somewhere between the highest and lowest preferences of each side.

Power

Since each side must agree to the decision and thus can prevent the other side from attaining its preferences in compensation and hiring of Toles, this distribution of power clearly argues for a negotiative approach. Only if one side could unilaterally decide in its favor (such as where the Toles control the distribution of Toles to form pod sizes) would this lend itself to a win-lose approach. Although other forms of power may be used to strengthen one's position in the decision, this still is not win-lose but rather an attempt to create more leverage in the negotiations. Similarly, this conflict does not represent collaboration. Power in this situation arises from who is included in the decision, not in the knowledge or expertise of those deciding.

Aspect of Social Environment Which Supports Each Approach

The roles of Overseaers and Toles in this conflict are clearly interdependent--they each affect what the other can do. Thus a win-lose approach which reflects hierarchically organized role groups becomes irrelevant. The key issue here is whether these roles are organized to achieve consensually supported goals or have incompatible self-interests and available alternatives to satisfy the legitimate diverse needs. While some individuals may attempt to create and get agreement on some overriding goals; given the nature and basis of this conflict, those "overriding" goals most likely serve one group's self-interests far more than the other's self-interests. And even when there appears to be goals toward which both the Overseaers and Toles agree to work, they often serve other purposes such as avoiding the conflict rather than providing a basis for deciding the actual compensation rate or number of Toles to be hired. Thus again, the social environment suggests that a negotiative approach be utilized.

As can be seen with this conflict, a negotiative approach is most suitable. But other factors in the situation may tend to move the conflict into a win-lose or collaborative approach instead. These other factors include: one's comfort with conflict, the policies and practices which support or hinder negotiation, the resources available to each side for use in fostering negotiation rather than win-lose or collaboration, and the meaning of the conflict to each party.

The diagnosis of the conflict in terms of power, resources, policies and practices, and meaning serves several purposes. Initially it provides the framework for deciding which approach is most appropriate to the conflict. In this situation, one of negotiation. Second, knowledge of the power, resources, policies and practices, and meaning of the conflict take one through part of the steps in the negotiative problem solving process, particularly Step One: Identifying the Conflicts, part of Step Two: Diagnosis, and the basis for Step Three: Preparation and Mobilization. Third, the same four elements can be used to diagnose the other side's situation and position, such that a dynamic picture of the conflict is available. This rounds out Step Two: Diagnosis of the NPS process and provides a sound basis for Step Three: Preparation and Mobilization. Of course, this diagnosis using the four elements would continually be refined and modified as more information on the other party becomes available.

Some Common Traps in Diagnosing Conflict

Often in attempting to diagnose conflict, we fall into a variety of assumptions which determine what we perceive. The assumptions serve many personal and organizational needs ranging from avoiding what appears to be negative associations with conflict to maintaining what appears on the surface to be "harmony." While each assumption may be useful in different situations, it becomes a trap when used as a window through which every situation is viewed. Several common assumptions which can become traps are discussed below.

Everything is influence or personal power is a trap when all or most all situations which involve organizational power are viewed as personal power or influence. Examples of statements indicating this trap are: "Mr. X. is my friend so I can get him to let us off/change the decision/decide in our favor"; I know Y, and since she/he is a "good soul," I know she/he will side with us against her/his supervisor"; "Because John is so popular, he has power." Each of these statements makes the assumption that the personal characteristics of the individual represents organizational power.

"The best way" trap makes the assumption that one best way exists as the resolution to the conflict. In other words, if we just keep working long enough, a best way or perfect solution will emerge. This trap ignores particularly value and self-interest conflicts where the best way is defined by each party's own values and thus is different from the other party's best way. Long searches for the "one" best way are likely to be frustrating and fruitless.

A variation of the best way trap is the ideal way trap. In this trap, the assumption of an ideal outcome or order to things provides the direction toward which the solution should aim. While it is generally recognized that the "ideal" will not be realized--thereby different from the best way trap, which is assumed to be possible; the ideal often assumes that no conflict would be present if the ideal were reached. Thus, any solutions which move toward the ideal tend to focus on the elimination or denial of conflict. In this way, the ideal way and the best way traps represent a similar intention.

Let's find our similarities represents a general orientation that focuses on and searches diligently for any similarities that might exist between the parties. The trap inherent is that the differences that are present get ignored, denied or pushed out-of-sight, out-of-mind. This orientation is not a trap when parties identify both their similarities and their differences; but is a trap only when the similarities are used to exclude the differences involved.

Another trap occurs when one assumes that the differences result from the other party being unreasonable, belligerent, misinformed, militant, rigid and so forth. This blame the other trap implies that the conflict would disappear if the "other" weren't such a problem. In other words, the conflict and the differences involved are not only illegitimate and not to be accepted or respected, but also a product of a flaw in the other's character or psychological makeup.

The reverse of the blame the other trap is the blame myself trap. With this trap, any differences that "appear" to be present must be because "I am confused, misinformed, rude, and so forth." This approach functions as a trap when it is used to explain any, and often all, differences away or to eliminate the possibility of any conflict. Similar to the blame the other trap, it makes the assumption that the conflict is located in the psychological makeup of the individual rather than in the roles, values or self-interests in the situation.

All of these traps function to maintain a certain view of conflict situations. The common themes in this view are:

1. Differences are bad

2. People can't have legitimate values and self-interests that are different

3. Conflicts should be avoided by whatever means works

Please turn to the Diagnosing Conflict Activity on the next page and privately complete page 1.

After you have finished diagnosing the conflict you selected, meet with your negotiating team to share your work. Attempt to add to the diagnosis of each conflict as this will be helpful to future rounds of NOG.

When you finish discussing each conflict and its diagnosis refer to Table 3 from Paper 7, "Three Approaches to Conflict." Using the diagnosis of each conflict, assess which approach--collaborative, negotiative or win-lose--fits each conflict most appropriately.

THIRD DAY AFTERNOON SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N8 Agenda	1. Review agenda	
50	2. Read Paper 22 Assertiveness. Complete activity at end of paper, write responses, discuss in trio.	Differentiation of non-assertiveness, assertiveness and aggression, Ways of presenting self-interests.	P22 Assertiveness	2. Read P22 Follow instructions at end of paper a. Write respones to situation b. Meet with team as directed to work on responses	
140	3. NOG Round II (40) Plan (40) Negotiate (10) Break (40) Negotiate Complete forms (10) Arbitration as needed	Continue NPS practice	P23 Planning Guide, Round II H7A-E H9 Memorandum to Overseaers from Outsiders H10 Compliance Guidelines for EOA	3. Tell them to use P23 in their planning and a. Give time schedule for round, hand out H7A filled out b. Distribute H9 c. Keep time d. Do arbitration as needed	
20	4. Review questions W-10, Round 2	Individual review of events and process	W-10 Round II Review Questions	4. Complete W-10	

AGENDA: THIRD DAY AFTERNOON SESSION

50	Assertiveness	P22
140	NOG Round 2	P23
20	Review	W-10

ASSERTIVENESS

People have different connotations to being aggressive or nonaggressive. Some people consider aggressiveness as bad; and many times when agressiveness hurts others, it can be negative. On the other hand, being aggressive is viewed by some people as standing up for your rights and thus is positive. But aggressiveness and nonaggressiveness are not the only choice; one can also act assertively. Before reading further reflect on the behaviors of those in your NOG negotiations. How would you characterize the behavior of those on your team and those on the other team in terms of aggressive, assertive, or nonassertive? How would you describe your own behavior in NOG so far? As you finish reading this paper, reconsider the behaviors you have identified to see whether they still represent the types of categorizations you gave them.

The key issue in differentiating among aggressive, assertive and nonassertive behaviors in a situation is the interpersonal rights of the people involved, including your own. The type of interpersonal rights that you can allow to be violated or stand up for are basic human ones like the right to refuse a request without feeling guilty, put down or unliked; the right to make choices about how you use your time or what you will commit yourself to; the right to defend yourself when unfairly attacked; or the right to tell someone else what your needs and wants are. These rights are involved in most everyday occurrences with family, friends, sales and service people, and colleagues.

These interpersonal rights are different from "rights" in the Constitution, Declaration of Independence or legal system. While they may at times include legal rights, interpersonal rights, in general, could not be taken to court. Instead, they have to do with interpersonal relationships where guilt inducement, intimidation and taking advantage of another are the issues.

Aggressive, assertive and nonassertive behaviors generally represent ways of responding to an interpersonal situation, but they also can represent how one might initiate or introduce an issue. The distinctions among them are explained below.

Nonassertive behavior allows your rights to be violated. It can occur in two ways: (1) you can violate your own rights by ignoring or denying the rights you have in the situation, thus you do it to yourself; and (2) you permit others to infringe on your rights. Most of us use these responses to alleviate or avoid unpleasant situations and conflicts. Often we pay the price of having our feelings hurt, feeling resentful, feeling less worthy or less powerful than others in the situation or suffering from physical symptoms of tension like headaches.

When we act nonassertively, we often do so because we believe that in that situation we do not have a right to our feelings, beliefs, opinions and needs. In other words, we believe that others' opinions, needs, wants or demands are more important and more appropriate than our own, or that those with power, expertise, position, education or on whom we are emotionally dependent, really know what is best for us.

Assertive behaviors are those in which you stand up for your rights in such a way that the rights of the other person(s) are not violated or infringed upon. Assertive behavior is direct, honest and an appropriate expression of your feelings, wants and beliefs. As assertive behaviors develop, empathy, which demonstrates consideration but not deference toward the other(s), is apparent. Thus, the person using assertiveness would respond to another's request in a way that would show understanding of that person's feelings or rights, yet would maintain her/his own rights.

Aggressive behavior allows you to protect your rights, but violates the other person(s) rights. Sometimes the purpose, and almost always the effect, of his behavior is to dominate, humiliate, hurt or "put the other person down." We often respond aggressively when we believe the other person does not have the right to her/his opinions, beliefs, needs or wants in that situation.

These three choices become very important in conflict situations and negotiative problem solving because they provide different ways to represent your self-interests. Self-interests are being expressed continually by every person as wants, desires, values and rights. How we express these self-interests affects not only ourselves but the others in the situation as well. If we act nonassertively, our self-interests aren't met because we didn't express them. If we act aggessively, our self-interests may not be met because of the reaction produced in the others. Assertive behavior, on the other hand, allows us to express our self-interests while not running over the other's self-interests. Thus assertive behavior fosters the expression of self-interests, while not itself harming or hurting the others in the situation.

Take this example: "Your department head continually asks you to do extra work and favors for her/him. She's/He's standing at your desk now asking you to give her/him a ride home from the office." What interpersonal rights are involved? What is a nonassertive, an aggressive and an assertive response to the department head? What must you think about in formulating an assertive response?

Rights: The right to say no to requests which go beyond the regular expectations involved in the working relationship. Right to use your car and after-office hours as you desire. Right to organize your time to do the work you need to do.

> Nonassertive response: "Sure "I'll be glad to give you a ride home (again)." "When would you like to leave?" "How much time before we should leave?"
>
> Aggressive response: "I'm sick and tired to taking you home all the time plus I won't do any extra work for you EVER." "I'll

take you to buy a car so you won't ask me again, but I won't take you home ever again." "Why don't you ever take responsibility for yourself rather than using other people to serve you all the time!" "Not a chance."

Assertiveness Issues to Consider

- How can you let her/him know that you recognize her/his need for a ride while directly stating that you resent her/his assuming you will always take her/him home?
- How can you negotiate an arrangement that you feel is fair if you continue to take her/him home or do extra work? (Compensation, other privileges, etc.?)
- How can you let her/him know that you know she/he needs extra help now and then while protecting your right to use your time as you desire?

Assertive responses: "I have an appointment at the doctor's office right after work so I won't be able to take you" (used if it is true). "I'm willing to take you home tonight since I have no other commitment but I want to discuss on the way home what is a fair way to handle your need for rides home so often." "I recognize your need for a ride home and the extra work you ask me to do. However, it makes it very difficult for me to organize my time and get the work done I need to do. Let's discuss what other options are available and plan what needs to be scheduled."

Activity

Below are several situations you might experience. For each one, write the response that is most representative of what you might say. When each person of your negotiating team is finished, share the responses. One at a time, one person of the team will state her/his response to one of the situations on the next page. The other individuals then ask questions to help the first person to identify:

1. What interpersonal rights are involved in the situation?
2. What type of response was used: aggressive, assertive or nonassertive?
3. If an assertive response was not chosen, what factors affected the type of response chosen (emotional reactions, previous experiences, particular needs or fears, etc.). Attempt to help the individual assess these factors or begin to reduce them if desired.

Individuals of the team will switch roles through the discussion time.

Please indicate your most representative response to each of the following.

Situations

1. Someone cuts in front of you in line.

2. The repairman has gone ahead and replaced the distributor cap and filter in your car even though you only asked for an oil change. As you pick up the car, he acts superior and contemptuous toward you.

3. One of your friends asks you to help with the mailing for one day. Even though it is a worthy cause which you respect, you'd rather not do it.

4. The apparent spokesperson for the other negotiating team has taken up the first 20 minutes of the negotiations by presenting that team's positions, arguments, analysis and ridiculing the possible positions which she/he thinks your team might have. Throughout the monologue, your team has not had a chance to get a word in edgewise.

5. You have become aware that your team's self-interests in the negotiations are not getting met in the previous rounds and have decided to change the way you present your most important position. Indicate how you will present this position.

6. A person on the opposite negotiating team has just become aware that your team's self-interests in the negotiations are not getting met in the previous rounds and have decided to change the way you present your most important position. Indicate how you will present this position.

7. In a meeting with the staff, assignments are being split up for people to take care of. You, as chairperson, have three tasks left to assign and two people plus yourself without tasks. As you ask the others which tasks they would like to do, one of them very passively says for you to take care of them since you are the chairperson.

8. One of the members of your team expects you to do all the calculations during the negotiations while she/he does all the presentation of your positions. You are not only not able to keep up with the discussion but this person is often presenting his/her own point of view rather than what the team agreed on.

9. You have already told Mr. Brown that you do not want to serve as a sponsor for the new club in the school, but he is at your desk again asking you to be the sponsor.

ROUND 2 PLANNING GUIDE

1. Go back to your diagnosis of the conflict in NOG and your review of Round 1. What do the results of Round 1 and the messages you got from your group of constituents indicate you have to take into account in your strategy for this round?

2. Take a blank NOG worksheet (Handout 7E) and fill out the figures the way you most want them to come out from your own point of view only.

3. What concessions will your opponents have to make for you to get close to that outcome? What are they going to want you to concede in return?

4. How are you going to justify the concession you are thinking of to the group you represent? How far are you willing to go in risking their displeasure? What do you need to do to insure that your concessions payy off for your side?

5. Given your experience in Round 1, how do you expect the other team to respond if you:

   Take a "take it or leave it" approach?

   Take a "here's the way to take care of all our interests" approach?

   Take a "we're trying for the best deal for our side as we can get" approach?

   Which approach do you expect them to use toward you? What will you do about it?

6. How can you best use your own and each others' resources to your team's best advantage in this round.

Handout 9
Page 1 of 1

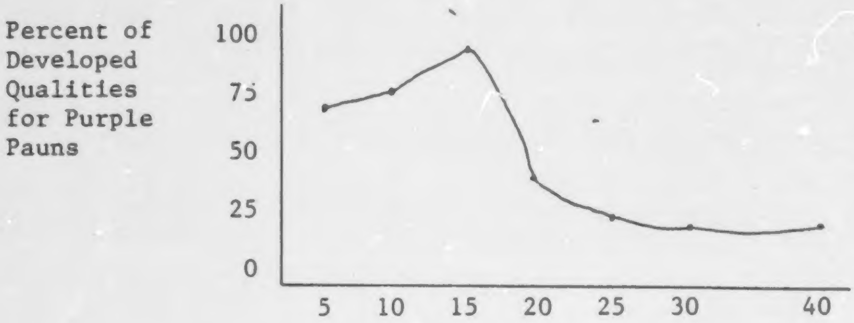
MEMORANDUM

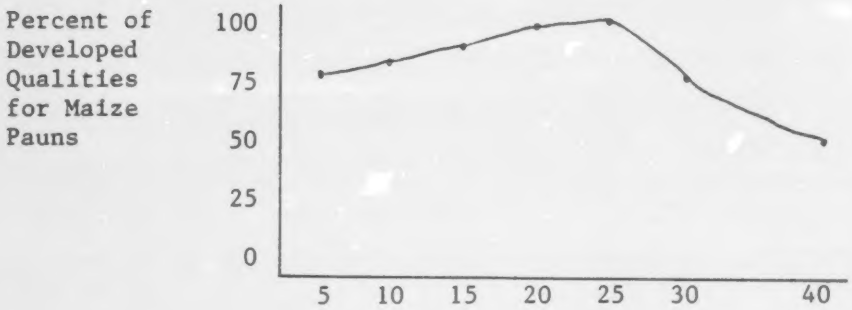
TO: Overseaers

FROM: Outsiders

RE: Pod Size

A recent study conducted at a reputable university suggested that the optimum number of Toles to nurture Pauns is far higher than has been believed. They found that for purple Pauns (the most difficult to nurture), the ideal Pod size was about fifteen Pauns to one Tole. At this ratio, the most subtle and truly unique characteristics of the purple Pauns developed more fully in most cases. Higher ratios resulted in dramatic decrease in development. The current ratio appears to allow for only 25 percent development of the unique purple qualities. The data for the maize Pauns were not as striking, although the ideal Pod size appeared to be closer to 25. At the Pod size of 30 less than 75 percent of the unique qualities of the maize Pauns is developed.





Handout 10
Page 1 of 1

MEMORANDUM

TO: Overseaers

FROM: Outsiders

RE: Compliance Guidelines for EOA

The Outsiders passed a law called the Equal Opportunity Act (EOA). The law requires that each Paun, regardless of type, must be provided with equal educational opportunities. This includes rights to nurturance, rights to return to Outside or stay on NOG, etc.

The EOA takes no position on the right to be one type or another of Pauns. Nor does it specifically insist, or deny, that there be equal members of maize Pauns from the Outside have been lobbying for a clearer statement and it appears they will get a favorable ruling. At the same time, these groups are also putting pressure on Outsider management to develop affirmative action programs. We anticipate increased pressure to a) nurture more maize Pauns and b) reduce Pod size for maize Pauns. Perhaps you can take some initiative in this area for the organization.

Proposed Penalty (to be in effect Round 3)

Although the law takes no position on the right to be one Paun type or another, it is clear that practices of gross bias toward either group is unacceptable. The guidelines state that quotas of Pauns of either type in excess of 80% will result in a penalty in the next round of loss of bonus and 10% reduction in fee.

Also efforts must be taken to assume that Pod size does not unduly affect either type of Paun. This guideline will probably have to be tested in court for a more definite ruling.

ROUND II REVIEW QUESTIONS

Part I

As you begin your review of what happened and what you experienced and found out in this round, take some time to describe for yourself the things that stand out in your mind. Use the space below and start with the first word or phrase that comes to mind. Write quickly without worrying about grammar, continuity, or "making sense" to someone else.

When you stop to grope for something else to say, start editing or trying to get analytical about the experience, turn to the next page and answer the questions you find there.

What stands out for me right now:

ROUND 2

Part II

This section is intended to provide questions which will help you organize and sort out the epxeriences and begin to build connections between the events, your reactions, and the workshop concepts.

First: Describe a decision where both teams had to yield something they wanted in order to reach an agreement each could live with for this round.

1. a. In agreeing to this decision, what did your team have to give up or compromise on? What has happened for you to "make up the difference" in subsequent rounds, if anything?

   b. What self-interests or values did the other team have to give up or compromise on to agree to this decision? What has to happen for them to "make up the difference," if anything?

2. a. What reservations do you have about the way this negotiative round went or about this decision in particular?

3. Where in this round would you say you were working for a "one best solution" for everyone? How can it work against you?

4. Where in this round would you say you were working to get the best conditions for your team as you could. Why did you choose not to use a collaborative or win-lose approach at this time?

5. Where are you now in your thinking about conflict and ways of approaching differences in self-interest and values?

When you have finished, join your team and take a few minutes to share your answers.

FOURTH DAY MORNING SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N10 Agenda	1. Review agenda	
10	2. Designed self-interest and results of Rounds 1 and 2	Review results in comparison to self-interests	N11 Designed self-interests in NOG N12 Results of Rounds 1 and 2	2. Ask each team to look at N11 and N12 a. Where they are in comparison to the self-interests designed into NOG b. What they want to work on.	
20	3. Bargaining processes P24 and P25. (35) Read and discuss (5) N12, Bargaining skill practice	Content on bargaining and discussion Practice setting minimum and target objectives; ascertaining opponent minimum	IS8 P24 Bargaining Processes P25 Good Faith Bargain. N13 Bargaining Skill Practice	3. IS8 a. Read papers and discuss b. Give directions for skill practice during round 3. Post K13.	
140	4. NOG round 3 (40) Plan (40) Negotiate (30) Break (40) Negotiate (10) Complete forms	Continue NPS practice	P26 Planning Guide, Round 3 H7A-E	4. IS8 a. Directions for skill practice b Use P26 during Planning c. At break finish filling out blank paper on positions d. Keep time e. Arbitrate as needed	
20	5. Exchange bargaining skill practice data with opponents and discuss	Bargaining skills review	N13 Bargaining Skill Practice	5. IS8 a. Trade target and minimum position b. Discuss in your own team	
20	6. Review W-11 Review questions for round 3	Individual review of events and process	W-11 Review Questions for round 3	6. Complete W-11	

N10

AGENDA: FOURTH DAY MORNING SESSION

10	Review Results of Round 1 and 2	
20	Bargaining Processes	P24 & P25
140	NOG Round 3	
20	Exchange and Discuss Bargaining Data	
20	Review	W-11

DESIGNED SELF-INTERESTS IN NOG

Decision Issues	OVs	Toles
Number of Toles	↓	↑
Compensation	↓	↑
Tutoring	P	M
Maz-Pel	P	M
Quota	P↑	M↑
Barks	↑	?
Management Cost Ratio	.20↑	↓
Holdover	↑	?
Pod Size	↑ Favor Purple	↓ Favor Maize
Control Issues		
Quota Decision	Keep	Joint
Tole Distribution	Joint	Keep
Communication to Outside	Keep	Joint
Communication to Tole Organization	Joint	Keep
Purchase of Barks	Keep	Joint
Hold Over	Keep	Joint
Management Cost Ratio	Keep	Joint

SUMMARY OF NOG*

Round 2

	Red Purple	Red Blue	Orange Blue	Orange Green	Yellow Green	Yellow Purple
Agreement	Yes	Yes	Arbit.	Yes	Yes	Yes
Number of Toles	21	20	21	20	21	18
Compensation	220.5	220	220	200	215	225.5
Tutor	--	--	--	M	M	--
Maz-Pel	Pel	Maz	Pel	Pel	Pel	Maz
Quotas M P	115 385	100 400	100 400	100 400	155 445	100 400
Barks Purchased	1(6)	1(6)	OM(5)	1(6)	0 (6)	1(6)
Management Cost Ratio	.028	.095	0.180	.002	.183	.030
Hold Over	0	0	200	0	750	0
Pod Size M P	(4) 29 (17)23	(4) 25 (16)25	(4) 25 (17)24	(3) 34 (17)24	(5) 31 (16)28	(3) 34 (15)27
Control Issues						
Quotas	OVs	---	OVs	OVs	?	OVs
Tole Distribution	TsO	TsO	?	?	TsO	TsO
Communication with Outside	OVs	OVs	OVs	OVs	OVs	OVs
Communication with Toles	TsO	TsO	TsO	TsO	TsO	TsO
Bark	OVs	OVs		OVs		Joint
Hold Over					OVs	
Management Cost Ratio	OVs					

* Sampe newsprint; use actual data.

1. Tell participants to read Papers 24 and 25. Discuss in teams as time allows.

2. At the end of 15 minutes post N13. Have each team take a sheet of blank paper and divide it into 3 sections, as on N13. During planning period: a) They are to review N11 Designed Self-Interests in NOG. Consider one issues for the following. Decide on their minimum and target positions and write them on the top 1/3 of the paper. b) They are to use Papers 24 and 25 to plan questions and strategies to find out their opponents' minimum positions.

3. Ask them to use Paper 26, planning guide for Round 3; hand out H7A filled in.

4. At the break, ask each team to: a) Reassess their own minimum and target positions, b) Predict their opponents minimum positions. c) Record these in the second and third sections of their paper.

5. Complete negotiations, then: a) Tell each team to give their opponents the paper they filled out on their own minimum target positions and their estimates of the other teams' minimum, b) Discuss this data in your own team.

6. After 20 minutes turn to W-11. Review Questions for Round 3, and complete it.

BARGAINING PROCESSES

During negotiations one is likely to encounter at least two kinds of issues: those that lend themselves to quantitative analysis and those that do not. The first type includes economic and quasi-economic issues such as salaries, fringe benefits, medical and dental packages, class size, salary schedules, maternity leaves, or where and how to spend the family vacation (if cost is a major factor), purchasing a house, and so forth. The second type includes many issues of values, policy, programs, procedures that are not quantifiable: open classroom versus traditional classroom; letter grading versus pass/fail; teacher participation in school policy setting; local control of schools; educational vouchers.

In the first part of this paper we shall consider some ideas concerning bargaining on quantitative issues. In a later part, we shall consider bargaining on nonquantitative issues.

Overview of the Face-To-Face Bargaining Process

Some observers (see Ann Douglas, 1957)[1] suggest that the bargaining process tends to move through three relatively discreet phases:

Phase I: Establishing the Bargaining Range
Phase II: Reconnoitering the Range
Phase III: Precipitating the Decision

Phase I: Establishing the Bargaining Range

During this initial period each side is setting out the boundaries of the bargaining field. This may be done by each side presenting an initial package that embodies its "target" or ideal objectives. Sometimes, however, only one side presents a set of demands and the other side presents reactions or a counter proposal. At any rate, the focus is upon differences, with an initial testing of strength. Presentations during this initial phase are often very emotional confrontations with strongly worded partisan statements extolling the strength and virtues and justice of one's own position and attacking and undermining the position of the other side.

Complementing the dramatic, intuitive, strength displaying and climate setting aspects of this initial phase is the presentation of one's target position on each issue. A position statement consists of four parts:

1. The content of the position (we want higher and more adequate compensation for Toles)

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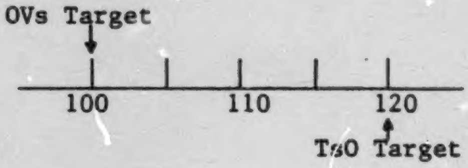
[1] Douglas, Ann, "The Peaceful Settlement of Industrial and Intergroup Disputes," Journal of Conflict Resolution, 1957, 1(1), 69-81.

2. The degree of commitment to the position (Firm: We cannot accept any less than a 10 percent increase. Flexible: The membership demands $115 compensation,...but we will carefully consider the Overseaers' counter offer.)

3. The degree of specificity (General: We want higher compensation. Specific: We want $110 compensation per Tole.)

4. The course of actions if not granted (...or we shall strike, ...or we shall not go along with your request on issue Y.)

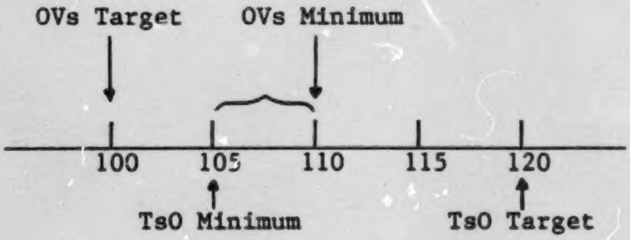
After each side's presentation, we can diagram the situation as follows



Issue: Compensation of Toles

and we might assume that the bargaining range is $20 (the difference between the two target positions). However, it is seldom the case that the bargaining range is so broad. This is usually because each side also has a minimum position.

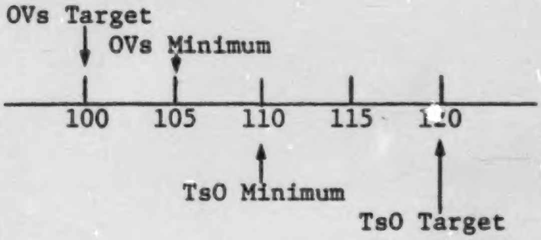
A minimum position is that point beyond which you will strike, break off negotiations or otherwise accept no agreement rather than settle. Suppose that Overseaers will not go above $110 as a minimum position, and that the Toles Organization will not go below $105. Then we have the following situation:



Issue: Compensation of Toles

As a result the actual bargaining range is actually $5, since anything above $110 will lead the OVs to break off negotiations and below $105 will result in a TsO strike. Your best outcome will be to settle as close to your opponent's minimum position as possible. Strategically, you will want to try to ascertain your opponent's minimum position and end with a final settlement at that point, while keeping information about your own minimum position as vague as possible. This will be the subject of the discussion of the next phase.

However, one other situation needs to be diagrammed. This is the situation in which there is no overlap of minimum positions.



Suppose that Overseaers will end negotiations rather than go above $105, and that the Toles Organization minimum position is $110. In such a situation reaching an agreement is extremely difficult as either side would prefer no agreement to the other side's minimum position. Unless one or both sides changes minimum position, impasse is a very probable outcome.

Phase II: Reconnoitering the Range

The objectives of each side during this phase are to gather as much information about the other side's positions, strengths and weaknesses as possible, while revealing only what one desires about one's own minimum position.

During this phase both parties probe each other, testing for areas of agreement, pursuing alternative solutions, exploring options, and in the process learning as much as possible about the other side. For both parties this phase ranges between the poles of clarifying data and creating ambiguity.

CLARIFYING DATA ◄——► CREATING AMBIGUITY

At least four basic skills are involved in this process: questioning skills, observing skills, listening and paraphrasing skills and responding skills.

Questioning skills: Questions control the negotiation process. There are at least five functions that questions can play during negotiations. There are to:

1. Gain information
2. Give information
3. Stimulate thinking
4. Narrow options
5. End the process

Observing skills: In any face-to-face communication process, only a part of the meaning is conveyed verbally. A significant portion is conveyed nonverbally by means of gestures, body position, eye contact, voice tone or quality, breathing rate, and so on. Observing and learning to interpret these nonverbal signals from the other side are valuable skills to develop.

Listening and paraphrasing skills: These communication skills are extremely important in conflict situations. We all have tendencies to distort what we hear in ways that (a) meet our expectations, (b) confirm our best and/or worst fantasies, and (c) favor our own goals and objectives. Accurate communication is necessary to avoid misjudgments and unnecessary difficulties. Unintended misunderstandings can utilize a great deal of energy that may make dealing with real conflict even more difficult. Use of the paraphrasing technique can be a powerful tool in developing active and accurate communication.

Responding skills: In many cases there is a gap between our intentions and how we actually behave. Developing the ability to behave congruently with one's intentions is obviously important to a good negotiator. Whether in making a confrontation or responding to a question, being able to respond on verbal, emotional, and behavioral dimensions as one intends increases one's ability to consciously control the process.

Phase III: Precipitating the Decision

The objective of this phase is convergence, e.g., to reach agreement on the substantive issues leading to public, documented statements of the current resolution of the conflict. Generally it is a process of closing off alternatives and narrowing down options, until a decision point is precipitated.

Concessions: Making concessions is a natural and necessary aspect of this phase. Timing, however, is critical. When appropriately timed, concessions are not a sign of weakness, but an indication of willingness to negotiate a settlement. Normally concessions from one side result in a reciprocated concession from the other side. Sometimes a concession on one issue will strengthen a party's overall position on other issues. However, a poorly timed concession may a) be premature and not treated as a concession, but as either a bogus concession (i.e., indicating a false target or minimum position) or a sign of weakness or b) be too late and be regarded as inadequate or no longer credible or relevant.

Exhausting a topic: When not otherwise constrained by such outside factors as deadlines, there comes a point in the negotiations when the relevant set of options has been probed, and the issue has been exhausted. Further conversation takes on a redundant character, each side has explored the terrain about as fully as possible. The decision making crisis is precipitated. At this point, one side, or both sides take initiative to close off any remaining alternatives, then proposes an agreement. Barring miscalculations or misunderstandings the agreement is affirmed by both sides, at least in principle because through the process of negotiation all other alternatives have been eliminated for the here and now.

Nonquantitative Issues

Phase I: Establishing the Bargaining Range

Supppose, however, that the issue in conflict is not subject to a simple one-dimensional quantitative analysis. For example, in NOG, whether to use Maz or Pel, whether Overseaers or Toles should control the purchase of Barks are examples that do not lend themselves to uni-dimensional analysis.

TsO Position	OVs Position
Maz, it helps Maize Pauns	Pel, it helps Purple Pauns

These positions, however, do not stand in isolation, but are linked to a set of value positions and self-interests. For each group this might look as follows:

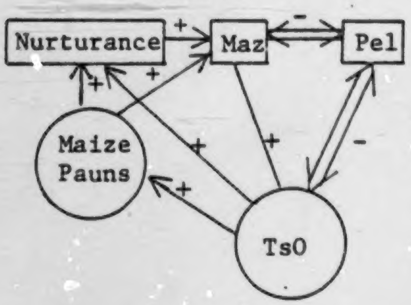


DIAGRAM A

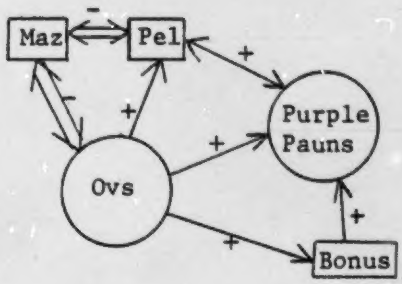


DIAGRAM B

In Diagram A we show that the Toles organization (groups of persons shown in circles) has a positive attitude toward Maz, a negative attitude toward Pel, and Maz and Pel are negatively related (they are incompatible). In addition, choosing Maz is related to the TsO self-interest of nurturing (since it prevents seasickness). Also Maz benefits Maize Pauns who are liked by the Toles.

In Diagram B we show that Overseaers have positive attitudes toward Pel, a negative attitude toward Max the two, Maz-Pel being incompatible. In addition, choosing Pel benefits the purple Pauns which are likeed by the OVs, and the purple Pauns also produce increased income (bonus) meeting one of the OVs self-interests.

During the critical phase of establishing the range, a set of issues is identified and articulated in terms of defining a set of self-interests on one side opposed to a set of self-interests of the other side. In this example, the Toles might support using Maz in terms of the more sensitive and artistic nature of maize Pauns, or the maize Pauns reluctance to leave NOG and endure the hardship of Bark travel. Overseaers might point to the increased financial values of healthy purple Pauns, and the large numbers of them. Again, initial positions may appear quite stereotyped and extreme.

Given this type of nonquantitative conflict of self-interest, we shall consider three possible types of outcomes:

1. Change an attitude, value or self-interest
2. Create alternatives and force trade-offs
3. Find a both/and solution

Phase II: Reconnoitering the Range

The objectives during this phase are to gather as much information about the other side's position, while revealing only what one desires about one's own minimum position.

Specifically, during this phase of the negotiation, one may attempt to establish or discover conditions that will lead to changing attitudes, creating trade-offs or finding both/and solutions.

Changing Attitudes, Values, Self-Interests

This way is extremely difficult, and not likely in the short run. Attitudes, values and self-interests can be relatively enduring traits, not easily changed. For example, it is not likely that one is going to change the Overseaers attitudes toward profit or toward the purple Pauns. However, if the TsO played out this strategy, and attempt to change the Overseaers attitudes toward Purple Pauns, they might focus on the purple Pauns. For example, they might persuade the purple Pauns that the

Overseaers were exploiting them attempting to create a less positive attitude toward the Overseaers in the minds of the purple Pauns. If they succeeded, the purple Pauns might reject the Overseaers, and the Ovs, in turn, might be less inclined to support using Pel.

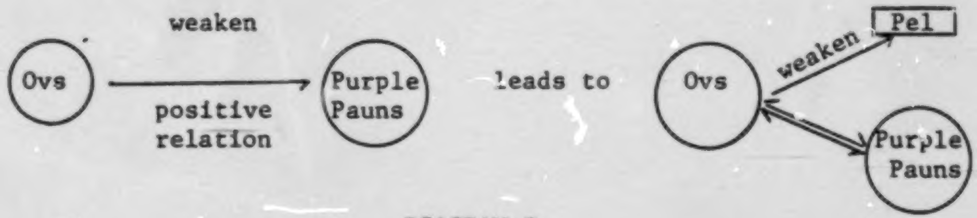


DIAGRAM C

Creating Trade-Offs

This approach is more likely to work in the short run than the previous approach. The objective is to introduce another outcome of about the same overall importance to your opponent, and of apparent importance to you and offer to trade your concession on one for their concession on the original issue. For example, the Overseaers might introduce TUTORING of maize Pauns and offer it as a trade-off for Pel, conceding the less expensive tutoring program in return for use of Pel. See Diagram D.

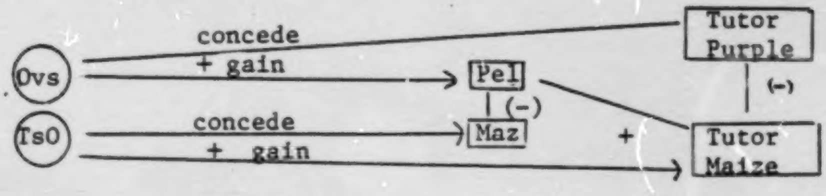


DIAGRAM D

In creating trade-offs it is also possible to introduce a nonquantitative issue to gain a more favorable position on a quantitative issue. Thus, the Toles might concede on Maz in return for lower "Pod" size or higher salaries. The reverse is also possible--yielding on salary in return for tutoring or use of Maz.

Finding Both/And Solutions

Almost as rare as the goose that lays the golden egg, but equally alluring, finding both/and solutions to apparent win-lose situations can be an extremely satisfying experience. Unfortunately, they are not easily attained. A both/and solution enables both parties to meet their self-interests without compromise or loss of integrity. However, we are not including solutions that merely disguise or avoid the original conflicts. Usually both/and solutions require long time period and a creative act which produces a change in the limits defining the situations. For example, researchers might discover a new herb which combines the beneficial effects of both Maz and Pel, while eliminating the negative effects.

Since this workshop focuses on working with conflict, we do not emphasize finding both/and solutions.

Phase III: Precipitating the Solutions

The process for nonquantitative items is similar to that previously discussed.

BARGAINING TECHNIQUES

"Good Faith" Bargaining

There are certain bargaining rules or norms that represent "good faith" bargaining or proper conduct during negotiations.

Evidence of "good faith" bargaining includes:

1. Consideration of proposals and the making of counter-proposals, which must be reasoned arguments and must be feasible as a basis for agreement, reciprocity
2. Answering concessions with counter-concessions
3. Adherence to an agreed agenda
4. Sticking to agreed solutions to component parts of a larger disputed issue, unless compelling reasons intervene
5. Evidencing an open-door and open-mind attitude
6. Being careful not to unduly delay negotiations

Evidence of failure to bargain in good faith includes:

1. Introducing insincere or frivolous demands
2. Refusal to make counter-proposals and counter-concessions
3. A take-it-or-leave-it attitude
4. Refusal to consider compromise positions
5. Failure to assign a negotiator with power to act
6. Giving the other party the run-around

Some Bargaining Techniques

Some participants are initially "put off" by the suggestions to use fake or sham positions, or the use of threats. We do not advocate that you use such techniques, only that you consider their use, and that you consider how you will respond if you encounter your opponents using them.

--Establish and be clear about your group's "minimum position," the least favorable terms at which your group would prefer agreement to no agreement.

--Try to discover your opponents' minimum positions so that you gain an idea of the bargaining range. Remember that parties will advance their initial positions which may or may not be the same as their true minimum positions, or in other words they may start off demanding a great deal more than they really expect to get.

--Try to estimate the probable outcome of negotiations with your opponents; what will they expect to get? What do you think you can get? How will it turn out?

--Try to improve the terms for your group in one or more of the following ways:

1. Alter the situation on which your opponent's minimum positions are based (e.g., threats that make the situation more urgent and make your opponents willing to settle for less than they originally thought).
2. Point out the advantages and minimize the disadvantages of your proposal to your opponents.
3. Convey to your opponents your actual or faked estimate of their minimum positions, which might lead them to change their predictions about outcomes.
4. Convince opponents to adhere to "good faith" bargaining and follow intrinsic development of the negotiations (e.g., "I've made many concessions and you should reciprocate."), which might cause them to alter their minimum positions.
5. Alter the actual situation on which your opponent's estimate of your minimum position is based, e.g., if you convincingly commit yourself to a prediction that you will obtain certain terms in the negotiations, your opponent may be misled to believe that these terms constitute your minimum position.
6. Convince opponents that it would be disastrous or impossible to agree to less than your proposed terms (e.g., "It's illegal for me to agree to your terms.").
7. Portray coolness or unwillingness to discuss proposals that are below your actual or fake minimum position.

--Consider the pros and cons of using a fake or sham bargaining position with your opponents:

1. Use of it enables you to discover more accurately what your opponent's minimum position really is--opponent may accept more than you thought she/he would.

2. You may be able to modify your opponent's minimum position.

3. Use of it enables you to appear flexible and willing to make concessions without jeopardizing your minimum position; shows "good faith" bargaining.

4. Makes it more difficult for opponent to estimate your minimum position; it's advantageous to know his/her without him/her really knowing yours.

5. May be used when no agreement is desired but there is an interest in pretending that efforts are being made to reach an agreement.

--On the negative side:

6. It might be difficult to muster support from your group for a sham position.

7. It may cause opponent to think either that there is no actual bargaining range, or that you are simply unwilling to conclude an agreement at this time.

8. Sham positions may delay negotiations, and delays may be costly.

9. You might get sham concessions in response.

--Try to take the offensive with an initial demand rather than defend the status quo. In the latter case your initial bargaining position is identical to your minimal position and thus you are at a disadvantage since the only way to move (and follow bargaining norms) is to erode your own minimum position.

--Use of threat or coercion: This is a delicate matter since it can either work for you or against you. When both parties of the negotiation have threat power (bilateral threat), conflict escalation may result. In such instances threat is met with resistance to intimidation and a contest for supremacy ending in negotiation breakdown. This condition of bilateral threat strengthens the competitive motive of the parties and is less conducive to agreement. Further, once the threat is issued you have to provide a face-saving way for your opponent to back down, since yielding under duress is viewed in negotiations as a loss of esteem. Also, you need to keep in mind the importance of your reputation for future negotiations.

--Use recesses to cool things off, to regain control, to change the pace, or to confer with constituency or interest group.

--Try to induce a spirit of trust, cooperation and not cause resentment or loss of face in opponent.

--Try to be aware of interpersonal dynamics and use them to your advantage (rationality-emotionality, power and threat, trust-distrust, credibility, cooperation-competition, self-esteem, etc.).

--Present a unified front to the opponent; build a position, rationale, and stick to it, knowing when to yield (timing), how much, and for what end.

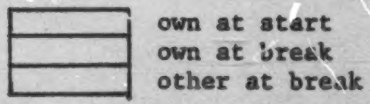
--Be aware of the need to convince your constituency as well as your opponent of your position or compromises.

--Rally continued support from your constituency, and try to generate support from other groups, form coalitions, etc.

--Think in terms of both short-term and long-term strategies (e.g., to secure the support of one group at terms less than satisfactory in order to have clout with a more influential group later on).

BARGAINING SKILL PRACTICE

1. Divide a piece of paper in three sections



2. Decide on target and minimum positions. Write your position in first section of the paper.

3. During first negotiations period use strategy to obtain other side's minimum position.

4. During break:

   a. Reassess own minimum and target. Record in second section of the paper.

   b. Predict minimum and target of other side. Record in third section of the paper.

5. Complete negotiations.

6. At the end of the second negotiations period give the page with your targets and minimums to your opponent, get their page from them. Discuss this information in your own team together with what happened during the round. What surprises you?

Paper 26
Page 1 of 1

ROUND 3 PLANNING GUIDE

1. What are your target and minimum positions for the quantitative issues in this round?

   a.) Take a blank NOG worksheet (H7E) and make it out to represent your target positions for the quantitative issues for this round.

   b.) Fill out another worksheet to represent your minimum positions.

2. List the non-quantitative issues you want to deal with (don't forget control issues, etc.). What are your target positions for these? What are your minimums?

3. Make an estimate of the other team's minimum positions. Fill out a blank worksheet to represent that position.

4. Looking at all worksheets you just made up, where are the key items to be negotiated? When do the non-qualitative items fit in? What strategy are you going to use to get a settlement above your own minimum on all issues?

5. How are you going to divide if the work you need to do so each member of your team's resources are used and everyone has something important to do? If you aren't going to divide it up, how are you going to work together to maximize your team's advantages?

ROUND 3 REVIEW QUESTIONS

Part I

As you see it, what was the best and what was the worst thing that happened in this round? How did it come about?

Part II

1. How did you do in getting to a settlement above, or at least not below, the minimums you set during the planning period? Why were you successful or unsuccessful?

2. How did setting targets and minimums for yourself and estimating those of the other team affect the way you worked in this round compared to the previous rounds? If it had no effect, say why this is the case.

3. What have you found out about the way power gets used in what actually goes on when you sit down to work through your differences with someone else?

4. How have the decisions or agreements you made, or the approach you took in previous rounds limit (or left open) what you could do in this round?

5. What have you found out from this round that you can use in your own daily life?

When you are finished, share your responses with the other members of your team.

FOURTH DAY AFTERNOON

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N14 Agenda	1. Review agenda	
50	2. Results of Rounds 1, 2 and 3. (15) Review self interests and complete P27 (35) Total role group discussion	Return to self-interest issues, elaborate and compare process	N15 Results of Rounds 1-3 (See N12 for ex.) N11 Desirned self-interests in NOG P27 Preparing for role group meeting	2. a. Ask each team to look at N15 results of all teams over the 3 rounds in comparison to their team's self-interests. Post N11 and use P27 to get ready for whole group meeting. b. Have all Toles meet in one part of room, all Ovs in another. Use P27 to focus work.	
140	3. NOG round 4 (45) Plan (46) Negotiate (10) Break (40) Negotiate complete forms (10) Arbitration as needed	Continue NPS practice	P28 Planning Guide for Round 4 H7A-E	3. a. Important: Remind participants that while this is their last season as negotiators for NOG, another team will take their place next season. NOG goes on, so it is in your role groups self-interest to get the best possible agreement as you can. b. Tell them to use P28 in their planning; Hand out H7A, filled in. c. Give time schedule d. Keep time e. Arbitrate as needed	
20	4. Review W-12 Review Questions for Round 4		W-12 Review Questions for Round 4	4. Complete W-12 Remind participants to write on sheets separately.	

N14

AGENDA: FOURTH DAY AFTERNOON SESSION

50 Review and Discussion of Results of Round 1, 2 and 3 (P27)

140 NOG Round 4

20 Review

PREPARING FOR ROLE GROUP MEETING

In a few minutes you will be meeting with all the other teams of your role group. Looking at the results of all the negotiations in Rounds 1, 2 and 3, and at your team's self-interests:

1. Write down two or three things you want to find out from other teams

   a. Team color ______________: I want to know...

   b. Team color ______________: I want to know...

   c. Team color ______________: I want to know...

2. Write down two or three things you want to tell other teams about what happened in your negotiations.

   a.

   b.

   c.

ROUND 4 PLANNING GUIDE

1. What did you find out from your sharing with the other teams in the previous activity? How can you use this to get what you want in the coming round?

2. What do the results of the previous rounds and the messages you've received from your constituent group indicates you have to work on this round?

3. Fill out blank worksheets (Handout 7E) for your target and minimum positions for this round.

4. Set targets and minimums for the nonquantitative issues.

5. What concessions are you going to neeed from the other team? What are you ready to concede in return?

6. What strategies are you willing to try in this round?

ROUND 4 REVIEW QUESTIONS

1. How was this round the same, and how was it different from the previous rounds of NOG negotiations? What do you think account for the differences?

2. When were you most dissatisfied with what you did or what was going on in the negotiations this round? Describe below what you did and what happened that you were dissatisfied with. Make as complete a statement as you can.

3. In what way is this experience similar to and different from your experience with conflict in your daily life?

4. Realistically, what are you willing to do next time you find yourself in a similar situation so that you would feel more satisfied?

5. What did you learn or gain from this experience that makes your dissatisfaction worth the price? If you didn't learn or gain anything say why you believe this to be the case?

When you are finished, join your team or share your responses with each other.

FIFTH DAY MORNING SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
Before opening	1. Agenda and results of all 4 rounds		N16 Agenda N17 Round 4 results (See N12 for example)		
5	2. Guided reflection, feelings about and analysis of opposing team relationships and negotiating events	Preparation for review of NOG experience and focus setting	IS9	2. See Instructional Supplement 9	
30	3. Write feedback to the whole team	Describes perceptions of opponents and process	W-13 Feedback to the Opposing Team	3. IS9	
30	4. Exchange team feedback	Analysis of process	IS10 W-13	4. IS10 -- a. Exchange b. Own team read c. Review and clarify	
20	5. Own team analysis of process	In team, analyze events and application of concepts	W-14 Team Worksheet	5. IS10 a. Teams separate and work alone b. Turn to W-14 c. Work for 20 min.	
40	6. Cross team report of analysis and checking similarities, dissimilarities, preparation for fishbowl, P29.	Checking compatibility, preparation for fishbowl	P 29 Cross-team Preparation for Fishbowl	6. IS10 a. Join opponent team b. Turn to P29 c. 45 min. to prepare	
85	7. Fishbowl, all teams	Analysis of negotiation strategies and processes	Rules for use of empty chair	7. IS10	

AGENDA: FIFTH DAY MORNING SESSION

65 Cross-Team Feedback

60 Analysis of NPS Process

    20 Own Team
    40 Cross-Team

85 Fishbowl

DAY 5 - A.M.

Agenda on Newsprint

Round 4 Result on Newsprint

1. As people come in tell them to look at Round 4 result and chat informally about the comparisons of different groups' results.

2. When all have arrived and are settled, interrupt.

   We are going to begin this morning with a short reflection period to set the stage for the work you will be doing in reviewing and analyzing your experiences in NOG.

   I want you to get comfortable and relaxed. You may use the floor if you like. If you aren't willing to close your eyes, try to keep them focused on one spot on the wall or ceiling. Now, take a deep breath and let it out slowly and completely, let yourself go limp and relaxed. Think back to yesterday as you completed your last round of the NOG negotiations--how were you feeling?

   What has happened in this round that was different from the preceeding rounds? What seemed to you to be just the same?

   How were you feeling about your own team? About the opposing team? What had you been trying to do differently in this round? How did it work? What was the other team trying to do? How well did they succeed? Think back through your experiences with the other team as you negotiated with them? What did you like best about how they worked with you? What did you dislike?

   Picture in your mind the different members of the team that you negotiated with--how was each one different from the others in their approach and styles? Activity level? Use of the ideas and concepts of the workshop? What observations have you made about them as a team? What would you most like to tell them about what you observed?

   When you are ready, slowly open your eyes, sit up and get ready. Turn to Paper W-13 in your materials and complete it.

FEEDBACK TO THE TEAM WE WERE NEGOTIATING WITH IN NOG

Some of these questions may not seem to fit what happened in your negotiations. If so, briefly note why and go on.

Thinking back through all four rounds of negotiating with you:

An example of a time when I thought your team presented your self-interests clearly and assertively was...

An example of a time when I thought your team didn't seem clear about your self-interests or values was...

I thought you were able to use ________________________ to force us to
(a type or form of power)
change our position when...

I thought you didn't use the power available to you when...

I thought your team was using a negotiations strategy particularly well when...

I thought you were using a win-lose strategy when...

I thought you were using a collaborative strategy when...

I was most surprised when you...

I think we got more than we prepared to get when...

I thought our negotiations broke down when...

...because...

Your team seemed to me to be fragmented and working at cross purposes when...

What I most appreciated about your team's stance and strategies was...

What I found most frustrating or disconcerting in negotiating with your team...

When you have finished, the trainer will give you the next directions.

1. When most individuals have finished W-13, ask each team to meet with the team they negotiated with. Exchange their original copies of Paper W-13, feedback to the whole team.

2. Have each team subgroup for about five minutes to read and collate the data from different individuals. Ask them to:

   > "As you read through the feedback from different individuals, keep track of similarities and differences and jot down or make notes on specific questions or areas you will ask for clarification or more examples of. Try to keep your focus on understanding and clarifying what was going on in the negotiations."

   In about five minutes regroup with the other team to share and expand your analysis of what was going on in the negotiations.

3. When they have regrouped, repeat the focus.

   > "Your task together is to analyze what was going on in your negotiations. If you are tempted to continue arguing about what was true in the NOG situation or how to get something in the simulation, try to change your approach to--'What was going on that kept us locked in and unable to reach a satisfactory outcome.'"

4. At the end of 30 minutes, ask each team to regroup to work by themselves. Turn to Paper W-14 This is a worksheet for your team to use the information you have received from and given to the other team to analyze the negotiation process in your NOG activities. You will have 20 minutes to work. At the end of that time, you will meet again with your opponent team.

5. At the end of 20 minutes, ask teams to again regroup with their opposing team and turn to Paper 29. You may find it helpful in this work to refer to the NPS steps at the end of Paper 9.

   You will have 40 minutes to get prepared for the fishbowl.

6. At the end of 40 minutes, give directions for the fishbowl. Each team selects one member to represent their team. Representatives of each team meet in center with empty chair, the rest are on the outside. Post rules for using the empty chair (from Outstanding Paun Exercise). Share and discuss responses to Paper 29.

TEAM WORKSHEET: Analyzing our NOG Negotiations Process

Some of the following questions may not seem to fit what happened for you very well. If so, briefly note why this is the case and go on. Answer only part(a) OR part(b) of Questions 1 and 2 unless you have time to do both.

Think back through the four rounds of NOG and:

1. (a) Describe a specific instance when you used the diagnosing conflict material to your advantage.

   OR

   (b) Describe a specific instance when you did not use or had trouble using the diagnosing conflict material to establish your strategies, priorities, approaches.

2. (a) Describe a specific instance when you used the power to define the situation to your advantage. If you didn't do this, say why not.

   (b) Describe a specific instance when your opponents used the power to define the situation to their advantage. If they didn't do this, say why you think this was so.

3. Describe what was going on in a specific instance when you were, or are now, clear that the conditions for negotiations weren't in place.

4. Describe a specific example of the conditions under which your team used a win-lose approach. According to Paper 7, how appropriate was your choice of that strategy in that instance? What do you think about it? If you never used win-lose, say why this was so.

5. Describe a specific example of the conditions under which your team used a collaborative approach. According to Paper 7, how appropriate was this choice in that instance? What do you think about it? If you never used collaboration, say why this was so.

6. Describe what you did when you were most effective in using a negotiative approach. If you avoided or had trouble using a negotiative strategy, say why.

7. Describe a specific example of a time when you had difficulty accepting and acknowledging the other team's self-interest(s) as *legitimate*.

8. Describe an example of a time when the other team had difficulty accepting and acknowledging your team's self-interests as *legitimate*.

9. Select a specific example of a time when your team was unable to get clear about your self-interests; or when you were unable to present your self-interests effectively. What was the difficulty and what happened as a result?

Cross-Team Preparation for Fishbowl Analysis

Use the work each team has done in describing and analyzing specific events in your negotiations to complete the following sentence stems. This material will serve as the focus for a total workshop fishbowl discussion to follow.

Answer either (a) or (b) for each item. If you have time or decide you are willing to split up the work you may answer both a and b.

1. a. An example which illustrates what happens when one or both groups haven't done enough work on identifying the conflict is...

OR b. An example which illustrates how a good job of identifying the conflict helps you get to an agreement you can live with is...

2. a. An example from our experience of how not paying attention to a diagnosis of the other side's self-interest, resources, power, etc., get you into trouble is...

OR b. An example from our experience of how a careful diagnosis of your own and the other side's self-interests, resources, power, approaches, etc., makes a difference in getting something you want is...

3. a. An example from our experience of a time when one or both teams prepared for the negotiations in a way that helped us reach a mutually satisfying agreement...

OR b. An example from our experience that illustrates how inadequate preparation by one or both teams for a negotiation could make it difficult to arrive at a mutually satisfying agreement...

4. a. A self-interest of one team that we never dealt with satisfactorily was...because...

OR b. We were able to deal satisfactorily with all the self-interests of both teams because...

5. a. An example from our experience of a time when one or both teams used an effective bargaining strategy to meet their self-interests...

OR b. An example from our experience of a time when one or both teams bargained ineffectively for their self-interests...

FIFTH DAY AFTERNOON SESSION

Time	Activity	Objective	Materials	Instructions to Participants	Notes
	1. Agenda		N18 Agenda	1. Review agenda	
50	2. Individual personal review of workshop events a. Workshop Concepts b. Best and worst things about events and activities	Bringing order to and integrating the total experience	P30 Instructions for Personal Review W-15 Workshop Concepts and Review of Workshop Experiences	2. Tell them instructions for first part of afternoon are on P30. Just before end of 50 minutes or when a few participants start rustling around, tell them to bring their work to a close in 2-3 minutes When finished pick up the materials they want to use in making a collage or drawing. Ask them to do this trying not to interrupt those who are still working	
25	3. Collage on the experience with conflict in the workshop	Summarize and compare their perceptions, feelings, "ideas" as a result of the workshop experience	Collage materials IS11	3. On IS11 prepare for drawing	
10	4. Write description of the collage/drawing	Verbalize what they have done and what it means	IS11 W-16	4. On IS11 direct them to W-16	
20	5. Share collage and descriptions in groups of 6-8	Make public their work and learnings	IS11	5. On IS11 Form groups, focus sharing	
10	6. Complete final questionnaire	Standard data collection	Final Questionnaire	6. Pass out Final Questionnaire, ask them to fill it out before we all get together as a total group to summarize and share	
30+	7. Total group summing up and closing activities	Bring closure, transition to daily life, saying good-bye		7. a. Ask them to assemble in large circle (after they turn in Final Questionnaire). b. Ask those who are willing to share their most important learning or their still unanswered questions or their favorite "pet peeve." Respond to statements and questions. When this winds down-- c. Ask them to take a minute or two to quietly reflect on things they want to say to individual members of the group before they leave. d. Participants move around saying what they need to say. e. Say good-bye and leave.	

AGENDA: FIFTH DAY AFTERNOON SESSION

50 Individual Review of Workshop

35 Conflict Collage

20 Share Conflict Collage

10 Final Questionnaire (optional)

30 Summing Up and Closing

INSTRUCTIONS FOR PERSONAL REVIEW

To begin the final activities of this workshop, we are asking you to take about 50 minutes to review and bring order for yourself out of the experiences you have had this week. Turn to Paper W-15. These pages provide a guide and worksheet for your review. The work you do is first and foremost for yourself. First, try to write out for yourself your own definitions of the major concepts. The first two pages, Workshop Concept, provide some key questions for doing this.

When you have finished those, go on to the next two pages, Individual Review of Workshop Experiences. For this task you will need the written worksheets you filled out throughout the workshop. As you look back through these materials and remember what happened in each activity, try to focus on completing the following idea:

> "The best thing about this particular activity for me and the worst thing about it for me..."

WORKSHOP CONCEPTS

Considering your experiences and what you have found out from the analysis you've just completed, what would you now say about the following: (Write a short paragraph, 2-5 sentences, for each item)

1. The most important thing I found out about the Negotiative Problem Solving Process presented in this workshop...

2. As I see it now, compared to a win-lose strategy, a negotiative approach...

3. Compared to a collaborative strategy, a negotiative approach...

4. For me, the most important thing in diagnosing a conflict situation...

5. I found out that power...

6. I found out that, for me, bargaining...

7. I found that I treat my own self-interests...

8. I found that when I'm clear and assertive in working on my own or my group's self-interest...

9. I found that taking the other person's or group's self-interests seriously...

10. Describe the most important ideas or concept in this workshop for you and say what it means to you.

When you have finished, go back through the worksheets you completed during and after the various activities of the workshop and answer the questions on the next two pages.

INDIVIDUAL REVIEW OF WORKSHOP EXPERIENCES

As I look back through the materials, my writings and remember what happened:

Workshop Activity	The best thing about this experience for me was...	//AND//	The worst thing about this experience for me was...
My Collage/Drawing; W-1			
The First Yota Role Play; W-2			
Paper 4, 5, 6 and W-3 Conflict Styles Questionnaire			
Yota Role Play II; W-4			
Introduction to NOG & Fantasy; W-6			
Paper 11, Basic Concepts of Power P12, Applications of Power and Discussion			
Outstanding Paun Exercise			
Choosing to be a Tole or Overseaer, Forming a Team, Working on Self-Interests for the Negotiations			

INDIVIDUAL REVIEW OF WORKSHOP EXPERIENCES

Workshop Activity	The best thing about this experience for me was...	//AND//	The worst thing about this experience for me was...
Learning to Use the NOG Forms; H7A-E		— — —	
Assertiveness Exercise; Paper 22		— —	
Bargaining With Your Opponents		— —	
Role Group Review and Discussion of Rounds 1, 2, and 3; Paper 27		— — —	
The Four Round of NOG		— —	
This morning's activities (Cross-Team Analysis)		— — —	

DAY 5 AFTERNOON

1. At the end of 50 minutes of work on the Personal Review using Paper 30, ask those who haven't done so, to pick up their art materials.

2. Ask them to find a space where they will be most comfortable while drawing or making the college. Tell them to keep their notebook of materials handy.

3. When everyone is settled, tell them:

> "To draw a closure to your individual work on reviewing their experiences, I want you to spend the next few minutes silently summarizing your experiences with and reactions to conflict during the workshop.
>
> Consider the conflicts you have had overtly or covertly with your opponents in the NOG negotiations, within your own team, with other members of the workshop during the activities, with the trainers and our materials, directions and so forth...
>
> How have these experiences been different from one another? How have you responded and felt?
>
> When you are ready, without talking or otherwise breaking your train of thought, take the supplies you selected and make a collage or drawing that symbolizes for you your experiences with conflict during this workshop. You will have about 25 minutes."

4. As individuals draw to a close in their drawing or construction and before chatter beings,

> "When you have finished your work, before showing it to anyone or talking about it, turn to W-16 in your notebook and complete it.

If some are still working after about 23-24 minutes,

> "Take another minute to finish up, then complete W-16."

5. After 8 or 9 minutes or when cross talk begins to ripple,

> "When you have finished your writing, join together in groups of 6-8 with others you want to share with. Show your collage/drawing to the others and read or say what you wrote in your description. You'll have about 20 minutes so be sure each person in your group gets his/her fair share of the time."

6. After 20 minutes pass out Final Questionnaire and ask everyone to complete it. (Optional)

7. After 10 minutes or when most are through, ask everyone to join together in a big circle. Give those not done another minute to finish. Ask them to begin to share their answers to Question 1 of the Final Questionnaire and say anything else that they want others to know about or any question they want to ask.

W-16

DESCRIPTION OF MY COLLAGE/DRAWING SYMBOLIZING MY CONFLICT EXPERIENCES IN THIS WORKSHOP

1. My collage/drawing shows...

2. I was surprised by...

3. Compared to my first collage/drawing, this one...

4. Right now, I would sum up my feelings or ideas about conflict...

When you have finished, form a group of six to eight to share your collage/drawing and read or say what it means to you.

SOME REFERENCE MATERIAL FOR FURTHER READING

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